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ABSTRACT

This fifth annual publication contains descriptions of exemplary prevention and intervention efforts in nine states and Pacific territories. These are: American Samoa, Alaska, California, Guam, Hawaii, Idaho, Montana, Nevada, Northern Mariana Islands, Oregon, Republic of Palau, Washington, and Wyoming. The programs are grouped by categories: (1) peer/youth programs; (2) student assistance programs; (3) community partnerships; (4) parent/family support programs; (5) U.S. Department of Education 1994-95 Drug-Free School Recognition Programs' Winning Schools/Comprehensive Programs; (6) district, county, and state initiatives; (7) curriculum programs; and (8) special events and annual practices. Since 1990, programs have focused on fostering student resiliency, youth participation in positive and safe activities, parent and family support services, and the evaluation and assessment of prevention programs. Each program overview contains a contact person and address and describes the program's planning process, community alliances, success indicators, and unique key to success. (LMI)

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 Western Regional Center
DRUG-FREE SCHOOLS AND COMMUNITIES

**SHARING
YOUR
SUCCESS V**



**Summaries of Successful Programs and Strategies
Supporting Drug-Free Schools and Communities**

Volume V

American Samoa Alaska California Guam Hawaii Idaho Montana Nevada
Northern Mariana Islands Oregon Republic of Palau Washington Wyoming



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Western Regional Center
DRUG-FREE SCHOOLS AND COMMUNITIES

SHARING YOUR SUCCESS V

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Compiled and Edited
by
Vicki Ertle

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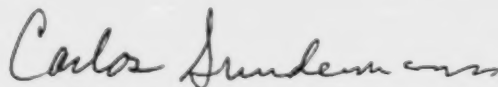
**Volume V
July 1995**

DIRECTOR'S NOTE

Some of our best ideas come from others. This is especially true in the prevention field. We are no longer inventing the wheels we used in the 1980's, but are now strengthening the many spokes that hold together the mechanisms of our jobs. I hope this fifth and final edition of *Sharing Your Success* will serve you well by stimulating new energy, validating existing work, and expanding professional networks.

I want to offer my deepest appreciation to Vicki Ertle for taking the lead in putting this publication together over the past five years and to Marjorie Wolfe, Margaret Gunn, and Audrey Trubshaw without whose fine work in designing, formatting, and proofreading, this publication would not have been possible. I also want to acknowledge Judy Johnson's vision for *Sharing Your Success* which proved to be one of the most useful resources of the Western Regional Center. Finally, thank you Sally Champlin, Southwest Regional Laboratory, Bonnie Lurie, Far West Laboratory, and Harvey Lee, Pacific Region office for valuable regional assistance.

To all of you who shared your stories, your challenges and your many successes, I thank you for being part of this collaborative effort. We could not have done it without you. Over seventy such programs are described on the following pages, our fifth edition of *Sharing Your Success*.



Carlos Sundermann, Director
Western Regional Center for Drug-Free Schools and Communities

OVERVIEW

Sharing Your Success V contains descriptions of prevention and intervention efforts in nine states and Pacific territories. The summaries have been grouped by categories. This is always a challenging process because programs frequently fall into more than one classification as they become more comprehensive in approach. Each section contains an introduction. In the Table of Contents, programs are grouped first by category and then by state.

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- Section 2: **Student Assistance Programs**
- Section 3: **Community Partnerships**
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INTRODUCTION

The Western Regional Center published the first edition of *Sharing Your Success* in 1990. This first volume described over 80 exemplary programs and practices and told the stories of prevention efforts underway in schools, communities and in colleges and universities. *Sharing Your Success* is an annual publication and has evolved into a resource book that is among the Center's most requested publications. In five years we have shared some 400 programs with you. This information has also been disseminated to local, state and federal agencies and officials.

Through the years certain trends have emerged in these pages. The emphasis on fostering resiliency and on providing numerous opportunities for youth to participate in positive and safe activities has resulted in the creation of many more youth programs that involve mentoring, cross-age teaching, community service, and youth leadership. The increase in the number of before-school, after-school and vacation services substantiates what we already know—prevention is a 24-hour task and children need safe havens around the clock. Community partnerships are busier than ever, and the business and senior sectors are playing significant roles in expanding the villages that are trying hard to raise our children.

Parent and family support services also continue to grow at school sites. The increasing number of school-based family resource centers, parent community networking centers, and the funding of family advocates and school/community liaisons are all examples of efforts to provide and coordinate services at school, with the children. There is a growing trend to *support* and not *fix* parents, and schools that endorse this philosophy are discovering families as new and willing prevention partners.

An emphasis on evaluation and assessment has also become more evident as programs are increasingly asked to document "what is working." Through the years we have seen schools and communities become more efficient at gathering and using data to design, improve and validate their prevention programs.

Our resources for gathering recommendations for this publication included the Center advisory board members and prevention and intervention specialists in our nine-state area. We did not formally evaluate programs for inclusion in this book, but rather looked for established programs that are both based in prevention research and that have documented linkages with local and state educational and governmental agencies.

Sharing information and networking are critical components in prevention work. We hope this final edition of *Sharing Your Success* assists you in your important jobs and that the programs contained in these pages provide you with new energy for continuing challenges.

Section 1
Peer Programs/Youth Programs

Peer Programs

Opportunities to participate in positive and safe activities are key factors in fostering resiliency among youth. When you add high expectations for that participation and a supportive network of caring adults, the results are usually programs that are popular with everyone involved.

Programs that operate before school, after school and during the summer are growing at school and community sites throughout our region. So are peer helping services. Students are participating in increasing numbers in service learning programs, peer tutoring programs, and youth leadership camps. In some schools, youth are also given the responsibility of planning and implementing specific prevention programs.

This section describes many such programs. All the programs validate what research has already shown us: with adult guidance and support young people can be a powerful and positive force for change.

Trust and confidence building among the pines

PROGRAM: Student Leadership Training (SLT)

CONTACT: Steve J. Hageman, Coordinator
Substance Abuse Prevention Education
Kern County Superintendent of School's Office
1300 17th Street-City Centre
Bakersfield, California 93301
(805) 636-4757

AUDIENCE: Middle school and secondary school students

OVERVIEW: *Student Leadership Training is a partnership between Kern County Superintendent of School's Office, the Kern County Sheriff's Department, the Kern County Probation Department, and educators from several schools. Eight students per school are invited to attend a two-day camp in the Sierra mountains where they refine and learn leadership skills and develop student teams and networks that can take an active role in promoting drug-free activities at school. Student Leadership Training is available to all 47 school districts in Kern County.*

Planning: Student Leadership Training is a part of Kern County's comprehensive plan for substance abuse prevention education. Developed in 1993 by district prevention personnel, the weekend program is designed to meet the needs of those school districts who are members of the Kern County Substance Abuse Prevention Education Consortium (see *Sharing Your Success, Volume I*). This consortium pools funds, resources, and trainings to maximize federal and state prevention dollars. Student Leadership Training also receives funding from California AB99.

Program Description: Student Leadership Training has two primary purposes: (1) to give students skills necessary to be healthy and effective leaders and role models among their peers; and (2) to develop student teams that can take an active role in promoting alcohol and other drug-free activities at their schools. Each student attends three workshops and two plenary sessions designed to develop group problem-solving strategies, increase conflict mediation and communication skills, increase awareness of and skills for dealing with prejudice and stereotypes at school, and build trust between team members.

Schools are asked to identify and send up to eight students who demonstrate leadership potential and this includes students who are already in leadership roles at school. Schools are also encouraged to send a diverse team that represents a variety of backgrounds, interests and abilities. Students are assigned to cabin groups by gender, a workshop group, and a trail group.

An adult team advisor must accompany each school team. This adult is typically a volunteer from the school or community who collects registration materials and registration fees and accompanies the students to the training. Advisors are assigned to a student cabin and are encouraged to participate in all workshop activities. The advisor is also asked to work periodically with the student team after the weekend training.

Separate weekend trainings are held for middle and high school students. The retreats are held in the southern Sierra mountains, 90 minutes from Bakersfield by car. Registration begins at 3:00 p.m. on Friday and departure is at 5:00 p.m. on Saturday. The registration fee is \$35.00 per student, but the fee is waived if the school is a member of the Kern County Consortium or the OCJP (Office of Criminal Justice Planning) Drug Suppression Consortium.

Community Alliances: SLT workshop facilitators come from both private and public agencies such as law enforcement, juvenile justice, health and family services, and alcohol and drug treatment programs. This diverse group of facilitators gives the students a broader base of knowledge with role models from different perspectives. It also lets them see first hand representatives from possible referral agencies.

Success Indicators: Students, adult advisors, and group facilitators all receive two-page evaluations of the weekend. They rate each session, offer suggestions for improvement, identify their most favorite component, and supply an overall grade for the entire training. Students are asked to also complete a "Reflect and Plan Sheet" asking them to indicate what parts of the training they can take back to their school. Responses to these evaluations have been very positive. Many students rate the sessions an "A" with very few "C" grades given. Advisors and facilitators give equally high marks. Local media have filmed some of the sessions and a 30-minute feature presentation was aired in April 1995.



Key to Success: Hageman and co-coordinator Dixie King, believe that their key to success is taking the information they receive from the participant evaluations, looking at the information critically, and incorporating those changes immediately when it makes sense to do so. Outdoor settings and trust-building activities are also critical for this age group.

Hageman and King have developed a Facilitators' Manual and two-day Facilitators' Training for those interested in replication. They welcome inquiries and believe SLT can be easily transported to other districts.

Gains in self-esteem for Heros and Sheros

PROGRAM: Heros and Sheros

CONTACT: Darnell Bell, Program Manager
Shields for Families
3215 North Alameda Street
Suite G/H
Compton, California 90220
(310) 537-5515

AUDIENCE: Children ages six to 14

OVERVIEW: *Heros and Sheros targets children who have parents enrolled in treatment programs or who have parents actively participating in aftercare services. Utilizing culturally specific strategies aimed at the primarily African American population it serves, the project provides a broad-based day, after-school, and weekend program that includes individual counseling, self-identity workshops, mentoring, and educational tutorials.*

Planning: Heros and Sheros is now operating in two locations: the original Compton site where a warehouse was converted into a community youth center, and in the Imperial Courts Housing Development. The Compton location operates with funding from the Administration for Children and Families/National Clearinghouse for Child Abuse and Neglect and has been ongoing since October 1991. A recently funded Center for Substance Abuse Prevention (CSAP) High-Risk Youth grant has allowed the project to expand to Imperial Courts.

Heros and Sheros was developed on the basis of a formal assessment of female clients of local outpatient treatment projects. Women were asked what services would increase their likelihood of completing their treatment regimen, and it was discovered that there was a lack of services for preadolescent and adolescent children of these same women, as well as a great demand for these services.

Program Description: Heros and Sheros activities are provided Monday through Saturday in various time periods: school holiday day program, M-F, 10 a.m. to 3 p.m.; after-school program, M-Th, 3 to 6 p.m.; and weekend program, Saturday 10 a.m. till 4 p.m.

The project's key activities consist of the following: individual, group, and family counseling; self-identity workshops; storytelling; neighborhood awareness; problem-solving/decision-making skills; vocational/career awareness; educational enrichment/tutorials; mentoring; social/recreational

activities; field trips; medical examinations; and, when needed, transportation.

Staff development and training have been integral elements of the project since the beginning. Training has included an emphasis on parental substance abuse issues, culture-specific substance abuse/child abuse issues, and issues related to culture-specific prevention programming.

Community Alliances: Heros and Sheros works with a wide variety of public and private organizations and agencies. Project counselors are assigned to work and collaborate with all individuals and agencies which have a bearing on the lives of project participants. Project staff are in constant contact with school teachers and counselors as well as Department of Children's Services staff.

Success Indicators: A number of instruments are used to evaluate the effectiveness of Heros and Sheros. All youth receive pre- and post-tests on three different youth inventories that, for instance, gauge attitude towards learning, self-concept, and self-assessment. Data collected over the project's first three years indicate that those youth who are consistent in project participation have demonstrated marked improvements in their attitude towards school and have increased their positive school experiences. Gains have also been documented in self-esteem and self-identity.

Data also show that parents of participating children are more apt to successfully complete their treatment and become more actively involved in their aftercare programs.



Key to Success: All Heros and Sheros activities attempt to enhance the cultural awareness or cultural identity of the involved youth. "We try to provide them with both culturally relevant values and responsibilities, and also 'culturally-framed' limits and norms," says Program Manager Bell. "I think this approach to our largely African American population is perhaps the most significant aspect of our program."

Students part of solution, not problem

PROGRAM: Champs Have and Model Positive Peer Skills (CHAMPS)

CONTACT: Beth Anne Munger, Substance Abuse Prevention Coordinator
Palos Verdes Intermediate School
600 Cloyden Road
Palos Verdes Estates, California 90274
(310) 791-2936

Dr. Jann Feldman, Principal
Wood Elementary School
2250 W. 235th Street
Torrance, California 90501
(310) 533-4484

AUDIENCE: Elementary school students

OVERVIEW: *CHAMPS Peer Leadership trains elementary school students to work with adult facilitators to develop strategies to help solve school and community issues. The program is designed to provide a structured process schools can use to harness the strength of positive, not negative, peer pressure. Two southern California schools are currently reporting success with this model. Teachers say that the program allows their students to "be part of the solution, rather than part of the problem."*

Planning: Elementary school principals at each site expressed interest in initiating a program which would increase student involvement, enhance children's self-esteem, and help create a positive school climate. Wood Elementary was particularly interested in a service program that would help teach children to do altruistic projects. State tobacco prevention funds and federal substance abuse prevention monies are the primary funding sources for the program.

Program Description: In Palos Verdes, CHAMPS operates in seven of eight Palos Verdes Peninsula district elementary schools. Each of the school sites designates a CHAMPS team which includes the principal, fifth-grade teachers, and parent volunteers. In Torrance, the CHAMPS teams are ten students to every two adults. Teams attend the initial CHAMPS one-day training, usually held off site. In most cases, there is at least one parent volunteer for each team.

All students from the highest grade level are trained as CHAMPS. Once trained, they work in teams with the adult facilitators to conduct cross-age peer tutoring as well as solve school issues such as campus clean up, graffiti

removal, and other project deemed worthwhile by their schools. In most schools CHAMPS teams meet once a week.

CHAMPS program components include a "Puppeteer Team" that uses pre-recorded scripts to implement a health promotion series on topics such as tobacco prevention, conflict resolution, and HIV/AIDS prevention. The majority of the puppet lessons are for use with students in grades K-3, with additional activities for grades four and five.

Other CHAMPS team activities include Computer CHAMPS, newsletter team, safety patrol, study buddies, Big Buddies story telling, campus beautification, and the video team that tapes CHAMPS and school activities.

Community Alliances: Parents have significant roles in the training of CHAMPS teams and help manage on-going CHAMPS projects. In Palos Verdes, the PTA and service clubs have contributed to the cost of training, and the South Bay Coalition Center for Substance Abuse Prevention (CSAP) Community Partnership has also helped fund training.

Success Indicators: The following components of CHAMPS have process evaluations: adult training sessions; students' CHAMPS days; health promotion puppet modules; and end-of-the-year anecdotal letters written by fifth-graders to fourth-graders. CHAMP programs in Arizona were evaluated as part of a state Community Youth Activity Program Block Grant, where over 25,000 fifth- and sixth-graders were trained during the years 1988-90. For this time period, discipline referrals dropped 82.9 percent, and the total amount of dollars spent on vandalism was lowered 70 percent. Absenteeism was also reduced.



Key to Success: Substance Abuse Prevention Coordinator Beth Anne Munger believes CHAMPS speaks to the universal needs of all children—to have a sense of purpose, an opportunity to succeed, and to be engaged in worthwhile learning opportunities. "The program is student driven," she states. "The younger students benefit by observing positive role models and the role models benefit by having a sense of accomplishment."

At Wood Elementary School, staff report that CHAMPS reminds them that "good begets good."

The national office for CHAMPS is as follows: CHAMPS Peer Leadership, Inc., 14425 N. Scottsdale Road, Suite 400, Scottsdale, Arizona 85254-3449.

Large green TOAD sings dangers of TAOD

PROGRAM: Tobacco-Free Families and Youth

CONTACT: Terry Lassiter, Project Coordinator
Paso Robles Union School District
800 Niblick Road
Paso Robles, California 93446
(805) 238-2222

AUDIENCE: Middle and high school students

OVERVIEW: Nicknamed "TFFY," Tobacco-Free Families and Youth is a California "Promising and Innovative Tobacco Project" funded with state dollars. The two-year grant is designed to promote and increase nonsmoking and gives the youth high visibility and multiple strategies as they work both in the schools and in the community. The TFFY team may deliver prevention lessons to fourth-graders, help develop tobacco cessation programs, and visit local stores to encourage merchants to keep tobacco products out of sight.

Planning: A drug-use survey administered to secondary students in the 1993-94 school year showed that tobacco use was prevalent among students and families. The TFFY task force planning committee consisted of high school and middle school teachers and counselors in addition to representatives from the county Drug and Alcohol Program, Tobacco Control Program, and the Cancer Society.

Program Description: Seven school sites participate in TFFY: Paso Robles High School, Flamson Middle School, Liberty Continuation School, Community Court School, North County Learning Center, and the San Miguel School. The student teams come from peer communication and peer helper classes at these sites.

Students and staff first participate in a weekend training retreat that begins with a challenge ropes course similar to those used by Outward Bound. The exercises are designed to test participants' emotional and physical capabilities. Following the ropes course, students are trained to facilitate tobacco cessation and education programs through a series of demonstrations, lessons, and interactive training.

The specific programs vary from "I Quit: FITT (Fitness Incentives Tobacco-Free Teens)" which gives incentives to ninth- through twelfth-graders to quit smoking or stop chewing, to "Sapito" lessons presented to fourth- and fifth-graders. A new effort that began implementation in winter 1995, FITT targets current tobacco users in grades 9-12. Students willing to quit earn credits by

participating in activities that include cessation groups, improving nutrition, and jogging, ultra running, biking, and hiking. As well as new ways to "stay physical," students earn incentives towards bikes, rollerblades, skateboards, fitness equipment, walkmans, running shoes and gift certificates. They also learn about vocations that require health, fitness and physical stamina such as firefighting, search and rescue, and law enforcement. For more information call FITT Project Coordinator Nancy Steward at (805) 237-3333.

"Sapito" is Spanish for "little toad," and in this prevention program the messenger is a large green robotic toad that sings the dangers of cigarette smoking, alcohol, and other drug abuse. The TFFY students involve the younger students in a dialog by calling on them to ask questions of Sapito, who answers them with the help of a small microphone held by another student seated outside of the classroom. Typically, the tobacco cessation lessons last thirty minutes and are used to complement the district prevention program.

Community Alliances: San Luis Obispo county drug and alcohol and health services agencies participated in the development of the grant and continue to offer training and support.



Key to Success: Program coordinators believe peer-to-peer communication is a very effective prevention strategy. Trained and motivated teens are powerful messengers. The use of Sapito, the "Toadally Free" amphibian, is also a new way to convey an old message. Says one TFFY team member, "If I can get them to laugh and learn at the same time, I feel great."

Computers, positive role models, and resiliency

PROGRAM: Educational Enhancement Program for At-Risk Students

CONTACT: Portia Lee, D.A.T.E. Coordinator
Pomona Unified School District
800 S. Garey Avenue
Pomona, California 91766
(909) 397-4854

AUDIENCE: Middle school students

OVERVIEW: *The Educational Enhancement Program (EEP) is a joint project among Pomona Unified School District Drug, Alcohol, and Tobacco Education Program, Pomona Boys and Girls Club, and Pomona Valley Community Union, Inc. Part of the district's comprehensive substance abuse prevention plan, EEP teachers identified students' computer skills and tobacco, alcohol, and other drug prevention facts in an after-school program at a local boys' and girls' facility.*

Planning: Informal assessment information gathered from teachers, specialists, and counselors indicated a need to provide self-esteem opportunities to students living in high-risk contexts. District staff worked with parents, agency representatives, and the Pomona Valley Community Union, Inc. to collaboratively design the program. The program began in April 1994 with state and federal prevention funds.

Program Description: The Educational Enhancement Program takes place at the Pomona Boys and Girls Club. Participating students are referred by teachers and counselors using specific identification criteria.

Students attend for two hours once a week for a total of 10 weeks. Students receive personal computer training in word processing, printing, and graphics as well as alcohol, tobacco and other drug use prevention instruction. Problem-solving skills are also stressed as well as opportunities to interact with ethnic role models who are traditionally under-represented.

Community Alliances: The Pomona Boys and Girls Club provided computers for students to use. Professionals from different community agencies such as health and social services served as role models and instructors—"living examples of neighborhood people who have made good and returned to help the community."

Success Indicators: Student portfolios, pre- and post- measurements of computer knowledge, attitudes towards drug use, and attendance rate are used as assessment tools. Students exhibited gains in computer skills, and

posttests show that students learned the negative consequences of TAOD use. Program planners also believe that positive interaction with the volunteer community instructors will continue to encourage students to pursue a college degree.



Key to Success: Program activities were designed to increase resiliency by helping students acquire a sense of purpose, future, and social competence. "Giving students opportunities to succeed is the 'key' to the program success," says D.A.T.E. Coordinator Portia Lee. "Their self-esteem was enhanced through acquisition of knowledge and skills in computer programming, and they made new friends with positive role models."

In their own voices

PROGRAM **Speaking Out**

CONTACT Teri McHale, Director
Speaking Out
409 N. Pacific Coast Highway #349
Redondo Beach, California 90277
(310) 541-1804

AUDIENCE: Secondary school-age students

OVERVIEW: *In her work as district Drug Alcohol Tobacco Education (DATE) coordinator and consultant, McHale heard many students, youth-serving organizations, and parents saying the same things: "We want a prevention program that involves students of all backgrounds. We're tired of 'just say no.' We want to learn something else." Using a model from Minnesota, McHale began offering youth a means to literally "speak out," take a stand, and be heard on issues such as alcohol and other drug use, date rape, family violence, and teen pregnancy prevention. Activities range from talks and games to skits and art.*

Planning: McHale continually meets with several school districts, principals, superintendents, teachers, counselors, students, parent- and youth-serving organizations to plan Speaking Out activities. These groups provide consistent feedback on ways to improve the program throughout the school year.

Program Description: Speaking Out includes many different youth from seven school districts and various community organizations in the South Bay Area, below Los Angeles. The goal of the program is to foster understanding among adults of what youth are going through and how to work more effectively with them. Another goal is to combine awareness with accurate information and to help improve communication with peers, parents, teachers, and youth for positive change.

Speaking Out groups typically meet one to two times a week for two hours. Within these groups the kids determine the issues to be addressed and, after some research, decide appropriate strategies. Activities to address these issue/topics range from group talks and improvisational games to skits and art work.

Skits are created out of the real issues youth identify in their group talks. The presentation style is laid out to build trust and have an open exchange with everyone involved. Communication skills are improved through role-

playing; and in "how-to sessions" youth learn ways to create change within home, school and social environments.

Youth also create drawings and writings about the issues they choose to learn about. Art work is designed to help youth see all sides and to help them look beyond the obvious and understand that their actions and behaviors have positive and negative consequences.

Speaking Out students are recruited from participating schools or are self-referred. District, state, federal and community funds help support the program.

Community Alliances: Many public and private agencies and organizations participate in Speaking Out. Groups are run in agencies, community locations, and schools.

Success Indicators: Formal evaluations have not been conducted. Every three months all participants, their parents, and the sponsoring agencies complete process evaluations. McHale reports that youth are excited at learning more about the issues they are faced with and that they are very willing to participate in improvisation skits.

Challenges: At times the diverse representation of youth has been a challenge. McHale states that modeling appropriate attitudes and confronting unhealthy attitudes when they arise help youth to learn how to make positive attitude shifts and break down stereotypical walls and myths.



Key to Success: "Involving youth from the inception of the program and allowing them to have a voice in the creation and running of the program allows them to believe in themselves and to realize that they can help create change," says McHale. Parents who permit and encourage their children to talk about some very personal and awkward subjects are also cited as key contributors to program success.

Teens present prevention to younger students

PROGRAM: Tobacco-Free Heroes

CONTACT: Chris Bowers and Barbara Welch
Sonoma County Associates for Youth Development
5550 State Farm Drive, Suite F
Rohnert Park, CA 94928
(707) 586-3414

AUDIENCE: Elementary and secondary students, grades 5-12

OVERVIEW: *Designed to prevent and reduce tobacco use among school-age youth, Tobacco-Free Heroes provides information to students through peer education and creative arts and media projects and contests. The project hopes that by providing tobacco-free role models—peers, older students, athletes, community leaders, health professionals, coaches, teachers and parents—it can combat the media and advertising focus on the glamour of tobacco use.*

Planning: Sonoma County Associates for Youth Development (SCAYD) has a history of prevention work with public schools and public agencies. SCAYD previously implemented the Cotati Smoke-Free-City Project with the city of Cotati and received recognition from the California Department of Health Services for the after-school tobacco prevention project. Tobacco-Free Heroes, awarded in fall 1994, is one of 14 chosen programs to receive state tobacco-prevention grant funds.

A steering committee of students, parents, community members, teachers, city and county representatives, business leaders, and medical professionals participated in the planning and is guiding the program through implementation and evaluation.

Program Description: The two-year grant trains middle and high school students to work with fifth-graders. Secondary students in grades seven through 12 are first trained to train other teens to give presentations on the dangers of tobacco to peers and younger students. This training includes experiential activities that involve all the senses, such as breathing through straws to experience the effects of emphysema and numbing tongues with ice to experience the dulling of taste buds from smoking.

Trained teens then create prevention presentations to give to selected fifth-grade classes. Teens also participate in a "Tobacco-Free Zone" district sign contest. Because Cotati Rohnert Park is a tobacco-free school district, the winning sign will become the permanent district-wide sign and will be distributed to all schools and tobacco-free community businesses.

The program additionally uses print media to provide outreach information on tobacco prevention. Articles, resources, and materials, written in English and Spanish by both youth and adults, appear in the district prevention newspaper *Healthy Kids Quarterly*. One article in the "Teen Life" section detailed the cost of smoking based on \$2.30 as the average cost for a pack of cigarettes. Teens learned that car insurance or 12 CDs could be purchased from money previously used for cigarettes.

Community Alliances: The project steering committee is broad based and includes students and adults. Members of the business, city and county government, and faith communities are represented. The medical profession members include a dentist and representatives from the American Cancer Society.

Success Indicators: An independent evaluator has been hired by the state to assess the program. Student surveys will be used. Presently an ongoing dialogue with teen presenters provides input about what techniques and materials are successful. Most students report that the use of props and demonstration materials is the most positive and effective part of the student presentations.



Key to Success: Tobacco-Free Heros include teens from ESL Classes and from the alternative and continuation high school. The program is designed to be inclusive and open to everyone. Each teen group "owns" their presentation; teens put together the presentations themselves and are not held to any one model. Adults are there to support and help, not run the groups. "This sense of youth control and the respect they are given from younger students, adults and community members," says Barbara Welch, "builds resiliency in these kids." "We really do let the kids design the programs."

Another strength of the program has been strong community support and participation on the steering committee. Over half of the steering committee members are students, and many of the rest are community health and human service providers.

Club helps students with job skills and college

PROGRAM: Omega Boys Club

CONTACT: Joseph Marshall, Executive Director
Omega Boys Club
P.O. Box 884463
San Francisco, California 94188-4463
(415) 826-8664

AUDIENCE: Youth and young adults ages 11-15

OVERVIEW: *The Omega Boys Club was founded in 1987 by two San Francisco School District employees and now serves over 500 youth throughout the San Francisco-Oakland Bay area. Through programs and outreach strategies, Omega reaches thousands more in communities across the country with a simple and direct message: NO DRUGS—STOP THE VIOLENCE. Club programs include an academic program, employment training and entrepreneurship, peer counseling for incarcerated youth, and Street Soldiers, a violence-prevention effort that consists of radio talk show, hotline, and annual conference.*

Planning: Omega Club founders were teachers and counselors who had worked together in school and community settings and recognized a huge need for supporting young men growing up in high-risk contexts. Club meetings are held weekly in the Potrero Hill Neighborhood House and are open to anyone in the Bay area. Regular meetings are also held in juvenile detention facilities in the Bay area. Recently, meetings are being held twice monthly in the Los Angeles area. Funding is solely from foundations and private donations.

Program Description: There are four primary programs: (1) academic; (2) employment training/entrepreneurship; (3) peer counseling; and (4) Street Soldiers.

The club's academic program provides preparation and assistance to those members who indicate an interest in pursuing a college degree. Program components include a college prep course emphasizing writing and research skills, assistance with college and financial aid applications, continued monitoring and counseling while enrolled in college, and assistance with college costs and expenses. There are currently over 100 collegians in 33 different institutions throughout the United States.

Employment training/entrepreneurship is a new program designed to provide non-college-bound members with verbal, academic, keyboard, and computer literacy skills. The intent is to provide the skills necessary to enter the job

market and to facilitate the development of entrepreneurial capabilities in interested club members.

Omega's peer counseling program works with incarcerated youth to reduce recidivism. Club directors, volunteers, and peer counselors hold weekly meetings with youthful offenders in the San Francisco Youth Guidance Center and Juvenile Hall in San Jose. They also serve as advocates at court proceedings, work with social workers from the public defender's office, and collaborate with probation officers in developing coordinated plans of action.

Street Soldiers is a solutions-oriented radio program that focuses on the issues of violence, gangs, drugs, teen pregnancy and other topics the community identifies as areas of concern. Broadcast in both northern and southern California, the program has a three-year history and is heard every Monday evening from 10:00 p.m. until 2:00 a.m. on a popular radio station. The Club's hotline, 1-800-SOLDIER, provides youth and adults with help and a source of information on drugs, violence, and related topics. Annual Omega Club conferences also target violence prevention strategies and Street Soldier trainings help club members do violence prevention work in other communities. Street Soldier projects are currently underway in Los Angeles and Chicago.

Community Alliances: Many community agencies, organizations, and business groups request Omega Club participation in their institutions. Club representatives frequently speak about violence and drug involvement prevention. Juvenile detention facility representatives work closely with club directors and volunteers.



Success Indicators: Omega Boys Club has received many national, state, and local awards. There are over 100 students in college as a result of Omega's assistance and support, and there are over 200,000 radio program listeners. There are no formal evaluations of the program.

After-school racquet

PROGRAM: Ace Out Drugs

CONTACT: Ron Ross
Substance Abuse Education
Clark County School District
601 North Ninth Street, #55
Las Vegas, Nevada 89101
(702) 799-8411

AUDIENCE: Middle school students

OVERVIEW: *Using risk factor/resiliency research that shows positive school bonding may be enhanced through after-school activities, Clark County schools staff created Ace Out Drugs to fill a need for middle school recreation programs. Through a partnership with the Nevada Tennis Association and the McCall Foundation, Ace Out Drugs combines tennis and drug prevention education for three hours each week.*

Planning: Clark County has very limited middle school sports programs. School needs surveys continued to show a demand for after-school alternative activities for high-needs students. Using this information and research showing that middle school students are at the time in their lives when they are most likely to experiment with alcohol and other drugs, the assistant superintendent for alternative programs met with community representatives from the Nevada Tennis Association and the McCall foundation and requested assistance in initiating a middle school tennis program. The program began in August 1993. Drug-Free Schools and Communities monies are also used to support the program.

Program Description: The Ace Out Drugs Program offers training by teacher-coaches who mix a clear alcohol- and other drug-free message with the positive, healthy lifestyle that tennis offers. Three hours of coaching is integrated with approximately 25 minutes of drug prevention information each week. Fun Day competitions are scheduled twice each year so that schools can get together to celebrate their accomplishments and lifestyle choices.

Currently, the program operates in 10 Clark County middle schools. Schools were chosen based on the percentage of students on free lunch and participation in title programs. Schools were chosen over park locations because of transportation issues.

Coaches, usually teachers from participating schools, are selected on the basis of personal interest, knowledge of tennis, and commitment to a drug-

free lifestyle. Nevada Tennis Association professionals and the U.S. P.T.T.A. (United States Professional Tennis Teachers Association) train the coaches in teaching the sport. Ace Out Drugs coaches also take a four-hour inservice that includes the following four components: integrating substance abuse prevention activities in tennis lessons; gang awareness and prevention activities; athletic eligibility in high school; and using tennis as a vehicle to introduce and maintain a positive drug-free lifestyle.

Community Alliances: In addition to the collaboration between the Nevada Tennis Association and the McCall Foundation, local restaurants have discounted food for Fun Day and the National Alliance for Latin Americans have made presentations to the students.

Success Indicators: Pretest and posttest instruments are administered to student participants. Knowledge gains in the dangers and costs of drug addiction and the advantages of tennis as a life-long sport have been documented.



Key to Success: "Students participate without the hazards of competition," says Administrator Ron Ross, "and this encourages them to further their tennis skills by joining a community tennis league." "We see kids continuing in a positive activity that helps them maintain a healthy lifestyle."

Ross believes the program is easily replicated because many communities already have the support systems in place to allow a program such as this. The Nevada Tennis Association has made this program an organization focus, and the cost of equipment has been defrayed by community sports organizations.

Mobile recreation and arts at YOUR house

PROGRAM: Ragtime Roadsters

CONTACT: Mary K. Wolfe, Program Administrator
Clark County Parks and Recreation
2601 E. Sunset Road
Las Vegas, Nevada 89120
(702) 455-8237

AUDIENCE: Youth, ages eight to 14

OVERVIEW: *Building on an already successful community-wide effort to bring local and state services directly to neighborhoods, Ragtime Roadsters is a forty-week program that operates in one community center and three federal housing projects. Using mobile vans and the Arts/Train, children are exposed to physical recreation, music, dance, drama, and visual art. Students and family members participate in a total of four Talent Showcases. "We take the programs to the people," says Program Administrator Wolfe. "Just like in the movie Field of Dreams, we built it and they are coming."*

Planning: In winter 1995, Clark County Parks and Recreation was providing limited outreach community services through their Rec Mobile and Arts/Train programs. These traveling community centers provided programs at bus stops, during lunch time at elementary schools, after school at apartment complexes, and during the weekends at local apartment complexes. The Rec Mobile and Arts/Train programs were combined to create the weekend Ragtime Roadsters in response to a request for proposals from the Nevada Bureau of Alcohol and Drug Abuse (BADA). BADA funds and matching monies from Clark County enabled this expansion to begin in February 1995.

Program Description: Three hours each Saturday for ten weeks at each site total, the Rec Mobile and the Arts/Train combine to be Ragtime Roadsters. Operating at four Las Vegas sites—one community center and three federal housing projects—the program offers children ages eight to 14 exposure to the mediums of recreational sports, arts, music, drama, and dance. Children learn new non-competitive games that promote inclusion, cooperation, and team work. A professional staff of qualified instructors works with audiences who might not have any lifetime opportunities to explore the positive influences and creativity of the arts.

At the end of each ten-week segment a Talent Showcase is presented for family and friends to display the new skills and enjoyment they have learned and experienced. Each child receives a Ragtime Roadsters T-shirt and a certificate of achievement.

Community Alliances: The program is supported by state and county funds and received initial support from the Nevada Council of the Arts. Local media help create an awareness of the program. Flyers are printed in both English and Spanish. Family involvement and support for the Talent Showcases has been strong. Parents helped students with homework and encouraged the practice and commitment from week to week.

Success Indicators: Methods of data collection and formal assessment are being designed. Many children have had perfect attendance in all 10 sessions and four children have followed Ragtime Roadsters to their next site.



Key to Success: Program Administrator Wolfe states, "Children and families are willing to participate in their own neighborhood settings. We have a strong curriculum and we have an immediate impact. It's hard to not have success when you take services directly to the people."

Teen counter-attacks on a camel named Joe

PROGRAM Youth Advocacy Project (YAP)

CONTACT Sandra Finelli, YAP Coordinator
The Ridge House, Inc.
275 Hill Street, Suite 281
Reno, Nevada 89501
(702) 322-8941

AUDIENCE Youth, ages 13-18

OVERVIEW

YAP is a grass roots community project, comprised of community-minded youths between 13 and 18 years of age who are volunteering their time and energies to reduce both minors' use of tobacco and tobacco sales to minors. Based on a youth leadership model, "YAPPERS" first educate themselves about tobacco and cycles of addictive behavior, and then organize, coordinate, and implement a merchant education and youth education project.

Planning: A national study indicated Nevada was out of compliance with a law against alcohol and tobacco sales to minors in a large percentage of cases. A local needs assessment of Washoe County students also showed the following smoking rates for youth: sixth-grade, 10 percent; eighth-grade, 30 percent; tenth-grade, 45 percent; twelfth-grade, 50 percent. The Youth Advocacy Project was planned through a team effort with Ridge House staff and the Nevada Bureau of Alcohol and Drug Abuse. YAP began in October 1993.

Program Description: The Youth Advocacy Program utilizes youth volunteers from various schools in the Reno/Sparks area of Washoe County. The teens, called "YAPPERS," first educate themselves about tobacco addiction and then learn about Nevada laws prohibiting the sale of tobacco products to individuals under the age of 18. Youth are also provided training in appropriate ways to approach retailers concerning illegal sales of tobacco to minors.

During 1994 the YAP teens began a merchant education program in Reno. The youth go to local retail outlets to speak with merchants about the problem of illegal tobacco sales to minors, educating the merchants to both the dangers of tobacco addiction among Nevada's youth and to the penalties for violating Nevada's law against tobacco sales to minors. The merchants are asked to sign a declaration that they will educate their employees to these issues, and are asked to post a sign in the store that they support YAP and will not sell tobacco products to minors.

During 1995, YAP continued these efforts by conducting compliance checks with merchants already contacted to determine how effective efforts have been in reducing illegal sales. Additionally YAP, in collaboration with other community youth groups, began working on developing public service announcements directed toward young children who have not yet begun to experiment with tobacco products. A puppet show presentation for very young children has also been developed with a regional health center.

Community Alliances: Ridge House is a treatment program designed specifically for the criminal justice population and as such has strong community ties with many existing service providers and law enforcement. As a member of the Nevada Tobacco Coalition, Ridge House also works with health services. Many YAP youth are recruited through the faith community. A local non-profit TV station provided training and the use of equipment in producing the PSAs.

Success Indicators: A 1994 random sample of 250 Nevada tobacco retailers showed that 63 percent of attempted purchases resulted in a sale to a minor and that minors were able to purchase tobacco at 95 percent of the vending machines. This sample will be used as baseline data when YAP volunteers do compliance monitoring on these same retailers this year.



Key to Success: The adults at Ridge House believe the success of this program lies with the youth volunteers. "Our kids are involved and educated," says YAP Coordinator Sandra Finelli. "This is what is needed to create a smoke- and drug-free generation."

Finelli believes that YAP is easy to duplicate. Volunteers were solicited through health class presentations, school clubs, and youth prevention organizations. "We allow our youth to develop and implement their own ideas for the program. Their ideas are very innovative and creative. Most importantly, we have fun!"

Alternative P.E. program improves self-esteem

PROGRAM: Take-A-Chance P.E. Program

CONTACT: Tom Hinton, Teacher
FOCUS Alternative Program
Madison High School
2735 NE 82nd
Portland, Oregon 97220
(503) 280-5220

AUDIENCE: High school students

OVERVIEW: *Madison High School is an urban high school in Portland and the FOCUS Alternative Program is a school-within-a-school housed on campus. FOCUS serves 60 students from all district schools to earn a standard high school diploma. FOCUS Take-A-Chance P.E. is designed to get students involved in a class they have traditionally not enjoyed, improve their self-esteem, improve their communication skills, and strengthen their connection to the FOCUS program. Students are making "remarkable" gains in self-confidence, and trust levels between students and teachers are being strengthened.*

Planning: Take-A-Chance P.E. began eight years ago when adventure initiative problems were introduced to the students as alternative P.E. activities. The nature of the activities got the students involved and interacting with one another, something they had not experienced with much success in previous school settings. Instead of remaining "P.E. resistant," teachers found the youth willingly engaging in this adventure-based project. Because of safety concerns and standards, FOCUS staff received formal training in adventure/risk/recreation techniques.

Program Description: Done as a month-long P.E. class meeting daily, Take-A-Chance P.E. is aimed at students who may still need P.E. credit to graduate. The group initiatives are designed to be problem-solving, physical activities. Done in a variety of areas—outdoors, in classrooms hallways, gyms, or the auditorium—the activities encourage communication, trust building, problem solving, and self-esteem. FOCUS has an Indoor Challenge Center that offers students the chance to complete ropes courses and other trust-building group tasks.

Community Alliances: Hinton and other FOCUS staff have conducted adventure activities trainings for other district staff and programs. Student groups have come to the school Challenge Center to work on team building, trust, and communication skills. It is a goal of the program to make the

Challenge Center resource available to and used by numerous district programs.

Success Indicators: No formal method of evaluation has been used. The school's Student Leadership group has made Take-A-Chance P.E. a "required" class. This is the only such required class. Hinton reports that he has seen students gain self-confidence and work through emotional losses. Hinton also uses adventure activities with students in his Insight support group to help get students to deal with and talk about their alcohol and other drug issues.



Key to Success: Students help build many of the props used in the program and this has given them ownership. Students are also given opportunities to write and reflect about their experiences in the class and this has been very well received.

Adventure-based programs can be replicated and individualized to fit the space and environment of any setting. Instructors need to be sufficiently trained for safety concerns; and while money and donations are needed, students can create and build much of the equipment themselves. "This helps kids connect to their school," says Hinton. These activities can work anywhere and supplement and complement already existing programs and classes."

Fifth-grade students paint houses

PROGRAM: Painting A House: School/Business/Club Partnership

CONTACT: Debbie Mathieu, Bilingual Counselor
Yakima Public Schools
104 N. 4th Street, Snyders Building
Yakima, WA 98902
(509) 575-2987

AUDIENCE: Fifth-grade students (as implemented)

OVERVIEW: *Recognizing that many young students return home to large quantities of unsupervised time and the directive, "stay out of trouble," Debbie Mathieu, the elementary bilingual district counselor, decided to search for some real-life experiences that would give 16 fifth-graders both transferable work skills and a sense of value, connectedness, and high self-esteem. Painting a house taught the kids about power washing, scraping and sanding, priming, and latex, but they also learned about math, work ethics, responsibility, team work, and job references.*

Planning: Statistics gathered in the elementary school counseling program showed that a large number of students were in families layered with unemployment, alcohol and other drug abuse, prison, and anger. Believing that these children needed some real life experience where they were valued and could learn transferable work skills, Mathieu, a teacher, and a painting business owner worked out an agenda and proposal and approached a local service club, a paint store, and a camera and computer establishment for monetary backing and support. The total cost of the program averages \$600 for two houses.

In February 1993, 16 fifth-grade students were selected to paint a house in their Barage Lincoln School community. A second group of fifth-graders from Washington Middle School painted a house in their neighborhood. The program is considered part of a Yakima School District School/Business Partnership for Applied Learning.

Program Description: Fifth-grade students are first given an orientation to the program and asked to make formal applications for the painting positions. References are requested and called. Students are asked to write short paragraphs about why they would be good for "paint services" and to tell about their personal strengths. They also signed a statement that they are free of illegal drugs.

Selected students sign a contract to work two hours each week, on Tuesdays from 1:00-3:15 with one hour of school time and one hour their own time.

Owners of the home signed a contract releasing the paint store and the school district from liabilities, and parents signed a child release. Weekly work reports were made for each student that included actual time worked as well as personal assessments on punctuality, cooperation, safety standards, etc.

The students first visit the paint store for orientation and paint facts. They learn how to estimate quantity of paint needed as well as time and material costs. Each house took ten weeks to paint. With cameras and processing donated from the camera store, students keep a personal portfolio of the project and their work. This portfolio included a "job reference letter." When the houses were completed, the students were invited to the Rotary Club for lunch and to share and discuss slides of their project and their personal portfolios.

Community Alliances: The Downtown Rotary Club funded supplies, Standard Paint donated time and materials, and Cliff Miller's Cameras and Computer Products donated film and processing. The Housing Foundation Agency locates a house, and the family owning the house is required to buy the paint, if possible, and supply a water line.

Community alliances did not stop with the completed paint job, however. Boise Cascade asked to "reinforce the good work habits" of the students during a summer work program that addressed needed school improvements at the students' elementary site. Fourteen students elected to participate in this program and were given grant stipends that averaged \$118 per student. Students worked a total of 24 hours each over the summer painting a school code of conduct on the gym wall, washing doors, windows, and every school chair, and shampooing rugs.

Success Indicators: Student work quality, cooperation, team work, and other traits of valuable employees are recorded each day of work. Letters of recommendation go into each student portfolio. Teachers, staff, and parents report real pride and commitment to the project by the students. Business, agency, and service club support continues to be ongoing and strong.



Key to Success: "Demand quality, keep tasks and time broken into pieces students can handle, and make it fun!" says counselor Mathieu. "Give lots of praise, specific feedback, and take lots of pictures. Business/student partnership possibilities are endless."

Teen theater group gives students a creative outlet

PROGRAM: M.H.S. Express: A Theater Troupe

CONTACT: Patricia K. Fua
School-Based Drug-Free Program Director
Public School System
Marianas High School
P.O. Box 1370
Saipan, MP CNMI 96950
(670) 234-6204

AUDIENCE: Secondary school students

OVERVIEW: *Ms. Fua describes Marianas High School as an overcrowded public high school on a "sophisticated, isolated" island. Challenged by diverse ethnic groups, violence from gangs, and village and family affiliations, the students must also deal with a great deal of racial prejudice. M.H.S. Express is a fine arts program that sponsors one school-wide, drug-free alternative activity every month. The program is giving the students a chance to work together and providing a sense of accomplishment along with a creative outlet for talents.*

Planning: Informal assessments have helped Fua determine prevention and intervention strategies and needs. As the high school self-study coordinator and director of Marianas High School Skill Center, Fua is attuned to the high needs students. A school task force of teachers, administrators and community members helps chart the direction of a seven-prong, school-wide prevention program. M.H.S. Express is one of the seven components and first began in June 1994.

Program Description: Once a month M.H.S. Express sponsors one school-wide, drug-free alternative activity. The activities range from school dances to Black-Box theater at lunch time. The students perform music, dancing, acting, skits, comedy, and acrobatics.

Youth practice four days per week during lunch time. They design and sew their own costumes and make props and build sets. All high school students may participate either as performers or observers. In addition to performing at school, the M.H.S. Express Theater Troupe performs at community events, visits elementary schools, and takes part in an island-wide competition that involves the private secondary schools. M.H.S. Express also hosts a summer day camp for children ages five to 11.

Community Alliances: The prevention task force is just now starting to determine collaborative strategies. The media are working with the school to

provide cable air time for an upcoming literacy campaign and law enforcement is working on developing an after-school program.

Success Indicators: M.H.S. student officers collect data on student involvement and make decisions on program events. The large number of new recruits to the performing group, the willingness of the students to give of their free time, and the parental and community program support are also validating signs of program success.



Key to Success: Director Patricia Fua believes there are two key reasons the program is a successful prevention strategy: 1) the program is a great opportunity for students from various ethnic groups to meet, work together, and gain self-assuredness; and 2) it addresses the reality that there is no other outlet for theater on the island. "Theater is great," says Fua, "you can act out your problems, show your emotions, and nobody knows if it's you or your stage persona. This program combines everything teens love—music, dance, costumes, make-up, comedy, and positive attention from everyone."

Section 2
Student Assistance Programs

Student Assistance Programs

The objective of student assistance programs is to strengthen protective factors for youth and to help, not punish, students who need extra support and direction. Often called SAPs, these programs are coordinated by caring and skilled school personnel who make referrals to school- and community-based services.

Programs described in this section include early intervention programs for children in kindergarten through high school, as well as programs with support groups for kids experiencing the challenges of living in the '90s; divorce, teen pregnancy, substance abuse, and frequent moves to new schools. Conflict resolution, anger management, and peer mediation are now standard components of SAPs and school safety plans.

Student assistance programs do not label or stigmatize. Instead, they create safe places for students to share concerns, acquire and practice life skills, and to learn about themselves and others. They help kids succeed and stay in school.

In lieu of expulsion, support not punishment

PROGRAM: Conflict Resolution Component (CRC)

CONTACT: Kay Bennett, Program Director
Coordinator, Student Assistance Program
Anchorage School District
4700 Bragaw Street
Anchorage, Alaska 99507
(907) 563-2277

AUDIENCE: Elementary and secondary students in violation of district weapons policy, or students who have anger management/conflict resolution issues

OVERVIEW: *The Anchorage School District has a long history of working positively with students who are at risk of suspension, expulsion, or leaving school because of chemical use or policy violations. In 1993, the Conflict Resolution Component was added to the already in-place REACH Program, an alternative school program providing academic classes and specialized substance abuse counseling. Since that time approximately fifty students have attended the program to continue their schooling and work on resolving conflict. Of the approximately forty-four students who have completed the program, there have been no recorded instances of recidivism.*

Planning: Anchorage's REACH program began in 1980 and has evolved from a night school to a full-time day school program where over 90 percent of the students experience success in meeting their goals of academic classes and substance abuse counseling (see *Sharing Your Success, Volume I*). While the REACH program was targeting students suspended for or impacted by mood-altering chemicals, district principals stated that an alternative to expulsion for carrying a weapon was needed as well. The principals overwhelmingly agreed that it was counterproductive to expel all students and that some students did deserve a chance to work on anger management skills.

The CRC planning and development team includes the REACH principal; Kay Bennett, the district Drug-Free Schools and Student Assistance Coordinator; and a representative from the district's special education department. Funding for the program is a combination of money from the general fund and special ed.

Program Description: Beginning in the spring of 1993 with one teacher/counselor, CRC has grown to a current staff that includes one special education teacher, one regular teacher, a half-time counselor, and a half-time secretary. This staff works with students who, because of behavioral concerns and district weapons violations, are temporarily no longer able to function within their neighborhood schools. This includes, but is not limited to, students who

require an alternative to suspension; are on emergency suspension, are returning from expulsion, or who have been expelled. The primary goal of CRC is to offer behavioral interventions that will facilitate a successful re-entry back to their original school.

CRC service components include academic, vocational, and affective skills. Academic contracts are linked directly to each student's coursework or Individual Educational Plan. The vocational component offers community services and addresses post-school transitions. Daily conflict resolution, decisionmaking and anger management work is provided to help students understand and take responsibility for their actions.

The CRC school day is divided into three flexible sessions. Each session is three hours. Students must attend five days per week, and participate in conflict resolution and group counseling 7-1/2 hours weekly. In addition to the in-school attendance, students must work at least 20 hours per week in paid employment, community service assignments, AA/NA meetings, or other appropriate and approved educational settings. There are no excused absences.

CRC students progress through a level system with detailed requirements and criteria for each of the four levels. This process takes a minimum of 45 days. The planning team spends much time transitioning the student to his or her next placement. CRC staff carefully evaluate each level and students can be removed from the program at any time if they fail to meet or adhere to program requirements.

Parents and/or guardians are required to attend at least four REACH parent night presentations where topics address issues pertaining to substance abuse, conflict resolution, parent/teen relationships, and anger management. Students are encouraged to attend all four sessions and required to attend at least two.

Community Alliances: Because many of the CRC students are already involved in the juvenile justice system and receiving social services, the program works closely with those agencies. Many private service providers work as service agencies for referred students.

Success Indicators: Since the program began in the spring semester of 1993, approximately 50 students have attended the program. Six students had to be dropped from CRC; four of the six were institutionalized at a state youth center. Of the 44 who successfully completed the entire program, all have been transitioned to other educational placements. There have been no recorded instances of recidivism.



Key to Success: "We help students learn their strengths and their weaknesses," says Program Director Kay Bennett. "This program is supportive, not punitive, and helps teach boundaries and acceptable rules. We want our kids to succeed and stay in school."

Follow the youth

PROGRAM: Peer Leadership

CONTACT: Carol Pulice, Peer Leader Advisor
Apple Valley High School
11837 Navajo Road
Apple Valley, California 92308
(619) 247-7206

AUDIENCE: High school students

OVERVIEW: *Peer leaders at Apple Valley are not only helping their fellow students, but working with other teens and adults throughout the district to expand peer helping networks. A favorite at district-run support group facilitation trainings, the kids are showing the adults that running groups can be easy.*

Planning: The Apple Valley Peer Leadership program started as an after-school program in 1988. In 1989 it became the peer leadership class, an elective taught one period a day by Pulice, a physical education teacher. Drug-free Schools and Communities and district funds support the program.

Program Description: Peer Leaders provide physical, mental and emotional support. Meeting once a day as a group of 20, they receive training in active listening skills, resolving conflicts, problem solving, and deciding when to refer to appropriate adults.

Apple Valley Peer Leaders can also help facilitate and participate in the following school-based support groups: Grief Group for those who have lost a loved one; Parenting Group for teen parents or parents-to-be; Teen Topics for those who just want to come and talk about what is going on in their lives; Concerned Persons Family Group for those who have a family member or friend using alcohol or other drugs; and Stay Clean/Get Clean for those who would personally like to stop using.

School staff who teach the Peer Leadership class and facilitate support groups have received training in student assistance programming and facilitating adolescent groups.

Community Alliances: Program personnel attend trainings offered through private and public health agencies. School staff and student Peer Leaders also present to other schools and organizations interested in implementing similar programs.

Success Indicators: No formal assessment procedures have been utilized. The Peer Leadership/Support Group program enjoys consistent support from

staff, administration, parents, and community members. Karen Fosdick, San Bernardino County Curriculum Coordinator, has seen the Apply Valley Peer Leaders conduct trainings at the district "Peer Powerfest" Conference and at other support group facilitation trainings. She believes their professionalism, enthusiasm, and expertise have encouraged others to initiate student services.



Key to Success: Strong training for both adults and students is critical. According to Fosdick, teamwork, open communication, administrative and staff support are other key success factors.

Still growing after seven years

PROGRAM: Westmoor High School Student Assistance Program

CONTACT: Ellen Litman, Special Services Counselor
Westmoor High School
131 Westmoor Avenue
Daly City, California 94110
(415) 756-3434

AUDIENCE: High school students

OVERVIEW: *A program that started in 1986 as a traditional student assistance program teacher referral team has developed over the past eight years into a comprehensive program that serves a wide range of student needs. The four major components of the Student Assistance Program include student-centered prevention activities, peer counseling, conflict mediation, and direct counseling services with students and their families.*

Planning: The initial student assistance team went through a four-day IMPACT training program conducted by National Training Associates. Using indicators from student behavior, attendance and performance, the team was trained in identification and referral procedures and practices.

Program Description: Student-centered prevention activities consist of a variety of programs geared to educate and raise student consciousness about key issues. Red Ribbon week is one of the school's most significant prevention programs. For an entire week, students attend assemblies and participate in a variety of activities which help raise awareness about the importance of drug, alcohol and tobacco prevention. Challenge Day occurs once a year. Attended by over 125 students and faculty, Challenge Day is a time when students and staff come together to learn about themselves and each others' ethnic diversity and to break down the barriers that separate them. The Names Project is a week-long AIDS/HIV education and awareness program where sections of the AIDS Quilt are used to facilitate discussion.

Peer counseling is a year-long elective class of thirty students where the participants learn communication, listening and problem-solving skills. The training helps peer counselors respond to their peers' needs around teen issues such as child abuse, family conflicts, sexuality and suicide. Each year the peer counseling class attends a weekend retreat where topics such as racism, sexism, homophobia and anti-Semitism are discussed. At one retreat the drama "UNLEARN IT" was created. "UNLEARN IT" has been presented to many bay area groups as well as to the California State Peer Counseling Conference.

Sixty Westmoor students have been trained as conflict mediators. Typically over 150 peer mediations are completed each year and threats of violence at school have diminished.

Direct counseling services are also a critical component of the Student Assistance Program. Such services include individual, group, and family counseling. Groups about death and dying and being clean and sober were found to be especially needed.

Community Alliances: Private and public agencies and organizations are used for resources and referrals.

Success Indicators: Litman points to the more than 150 student conflict mediations and the over 300 students and families who were assisted this year as success indicators. No formal data collection has been conducted.



Key to Success: State and federal prevention funds have allowed a full-time "crisis" counselor to coordinate the program. This coordinator and a group of trained core team members have enabled this student assistance program to grow and adapt to the needs of its students.

Project Success helps students "hold the line" against strong peer influences

PROGRAM	Project Success
CONTACT	Pat McKenzie, Program Coordinator Irvine Unified School District Guidance Resources 5050 Barranca Parkway Irvine, California 92714 (714) 552-4882
AUDIENCE	Seventh-, eighth-, and some ninth-grade students, families and staff

OVERVIEW

Project Success is a school-based prevention and early intervention program for middle school youth at risk of school failure and alcohol and other drug use. The program operates in five Irvine middle schools. Family support services and staff development are integral parts of Project Success. As the fifth and final year of the five-year Center for Substance Abuse Prevention (CSAP) grant concludes, positive results have been documented in substance use prevention, grades, and attendance.

Planning: Formal and informal needs assessments included the Orange County Supervisor's 1985 Report, local student alcohol and other drug use surveys, the district "Students At-Risk Database," and district and police statistics on substance use and related suspensions. Illegal drug use by 11th-graders was six to ten times higher than national averages, and 66 percent of students reported average age of first intoxication to be nine years of age. The Project Success planning team consisted of a grant writing team at district Guidance Resources and administrators, counselors, and teachers from the middle school sites. The five-year CSAP High-Risk Youth Demonstration Grant was awarded in February 1990.

Program Description: Project Success chose the following CSAP program goal to address: "To reduce the risk factors for using alcohol and other drugs as they impact individual high-risk youth, and to increase resiliency and protective factors among high-risk youth and within the high-risk families and communities to reduce the likelihood that youth will use alcohol and other drugs." Program activities target the domains of individual, family, school and community.

Classroom teachers and support staff trained in risk and resiliency factors refer students to Project Success. Students are first given a series of assessment batteries to determine risk levels, self-esteem, and peer relations and then placed in interventions with Support Specialists (Marriage, Family, and Child Counselor candidates) based on their scores. Interventions range

from individual, group, and family counseling to academic peer tutoring and youth prevention training. Students are reassessed after six months. Depending on year of identification, students stay with the project for one to two years. Some project students receive a nine-week booster program during their freshman year in high school.

Support specialists are employed 15-19 hours per week and trained yearly in special stress management and community service curricula. Yearly trainings for support specialists also include conflict resolution and courses on postponing sexual involvement. Additionally, to help in the referral process, over 150 teachers, administrators, school counselors and five police officers have received advanced prevention and child development training.

In the community domain, Project Success students are given opportunities for community service. Student volunteer activities include assisting the young, poor, needy, or elderly, promoting animal welfare, and contributing to environmental causes. A community service coordinator has been hired to facilitate and manage these activities.

Three-hundred identified high-needs parents have received direct services to improve parenting skills and decrease risk factors within the family. These services include parent education programs, parent awareness presentations, parent interviews, and parent handouts.

Community alliances: Numerous private and public agencies offer support services to Project Success and have participated in health fairs, family awareness programs, consultations, and trainings. Many of Project Success parent programs are offered to parents district-wide. Project Success also works closely with law enforcement and the local media.

Success Indicators: A wide variety of both quantitative and qualitative methods have been used to examine program effectiveness. Fifty-seven percent of over 500 students received individual counseling, almost 86 percent received group counseling, and 245 received family counseling. Although state and local comparison groups indicate large increases in drug use from seventh- to eighth-grade, Project Success evaluators state that the small pre- to post-assessment changes in drug use for Project Success youth indicate that these students are "holding the line" against strong peer influences. Project Success students also improved both their grades and their school attendance.



Key to Success: Program Coordinator Pat McKenzie believes adaptability, site buy-in, and parent contact are critical components of Project Success. "We provided the basic framework and training, but allowed all five sites some flexibility in exact design," she states. The connection of the part-time support specialists with school-based counselors and teachers was very important. "You must maintain communication, be flexible, and always elicit school personnel support."

Keeping kids connected to school

PROGRAM: The Connection Center

CONTACT: Elaine Cofrancesco, Director Alternative Programs
Poway Unified School District
13626 Twin Peaks Road
Poway, California 92064
(619) 679-2566

AUDIENCE: School district youth

OVERVIEW: *The Connection Center is an inter-agency team consisting of one Poway sheriff, two San Diego police officers, two home/school liaisons, and one District administrator. The goal is to better serve the Poway Unified's families and youth by coordinating and maximizing the efforts of those agencies as well as other community resources. The team meets weekly to review referrals from schools regarding attendance and truancy problems, drug- and alcohol-related issues, insubordination, and family issues. Team members assess each referral and discuss and recommend possible courses of action.*

Planning: The Connection Center was implemented in 1993 after much research was done on truancy prevention/intervention programs. The Poway program was modeled after the Burbank Outreach Program (California) and was modified to meet district needs. No additional funds are used to implement the program.

Program Description: The Connection Center operates much like an emergency room for troubled youth and families. Specially trained personnel at the Center help those in need clarify their options, decide a course of action, review citizenship responsibilities, and take advantage of appropriate family support services.

Weekly meetings result in written and signed contracts by all parties involved—student, parent or guardian, school official, and law enforcement official. The contract may include referrals to family support services, parenting classes, rehabilitation centers, community agencies, and hospitals, depending on the case. Connection team members monitor each case, keep in close contact with the student, and provide support and encouragement.

In addition, Connection team members evaluate the family and student's success in meeting the objectives specified in the contract and may make modifications or changes as needed. While the team has the authority to enforce decisions, families are also encouraged to work cooperatively in making decisions that will help get their child back on track. Failure to

adhere to the agreement can result in a referral to the School Attendance Review Board or the juvenile court system. In some cases failure could also involve incarceration of the youth, seeking a court order, or referral of the parent for investigation by an enforcement agency, or removal of the student from the home.

Community Alliances: The Connection Center models interagency collaboration and all contracts typically include referral to a variety of community resources. This group planning reduces duplication of services and has increased efficiency of available program options.

Success Indicators: At the end of the school year, students' progress is assessed by days of attendance per month compared to days of attendance prior to "Connection Center" intervention. In addition, the home/school liaisons monitor each case and provide an end-of-the-year report to the board of education. School and teacher reports show improved attendance and productivity as a result of immediate intervention.



Key to Success: Program planners state that meeting with parents and students in their homes is very productive. These interviews often take place prior to Connection Center meetings and help target underlying issues useful when recommending appropriate intervention. A strong link with law enforcement has also contributed to the success of the Center. The "key" to success, however, is a dedicated administrative team linked to a pro-active law enforcement group.

Replication depends on the level of commitment from all agencies. School districts need a team who understands both school and family issues and the need to set limits and enforce them. Law enforcement needs members who will dedicate the time to hear cases and to cite when necessary.

It's never too late to start again...

PROGRAM: Fresh Start

CONTACT: Sharon Jahn, Wellness Coordinator
Poway Unified School District
13626 Twin Peaks Road
Poway, California 92064
(619) 748-0010, ext. 2073

AUDIENCE: Elementary and secondary students, grades K-12

OVERVIEW: *The Fresh Start program begins when students display behavior patterns that make it difficult for them to succeed in school or in the community. Designed to help foster resiliency and increase protective factors, Fresh Start uses mentors, educational groups, special class lessons, and individual service opportunities to help youth feel capable, significant, influential, responsible, and flexible. Grounded in a wellness philosophy of respecting the whole child, Fresh Start welcomes the shy, withdrawn, checked-out student and provides a sense of hope and new opportunities for learning, and enhances communication and problem-solving skills.*

Planning: Poway school personnel used two primary assessments to document the need for Fresh Start: (1) Dr. Skager's statewide Alcohol and Tobacco Assessment that showed the need to decrease risk factors and increase protective factors; and (2) a district elementary teacher survey that identified students who demonstrated a profile that would benefit by a resiliency-based approach.

The program began in September 1993 with primary funds from the federal Drug-Free Schools program. Program developers drew on the research and literature of Stephen H. Glenn, Bonnie Benard, Emmy Werner, and Jane Nelson. Aides and staff members involved in the program receive Fresh Start inservices and student assistance, and facilitator trainings are given to those staff running student focus groups. *Positive Discipline in the Classroom* is required at all Fresh Start schools.

Program Description: Fresh Start currently operates in eight schools—five elementary, two middle, and one high school. Jahn, the district Wellness Coordinator, oversees three other Fresh Start specialists, located at participating schools.

Fresh Start students are designated to participate through site-based student assistance team screening and with parent permission. Student assistance specialists (teachers on special assignments) initiate individual sets of action plans formulated for each child assigned to the program. A Fresh Start aide,

older student and/or adult mentors, and site-based staff members carry out the action plans.

Fresh Start students work either one-on-one or in small educational groups once a week on activities that may include building communication skills, instruction on avoiding alcohol/tobacco use, anger resolution, involvement in school/community clubs or sports, school service, and academic tutoring. Six times a year participating Fresh Start K-8 schools receive whole-class conflict resolution lessons. Similarly, whole class lessons on resiliency, problem solving, anger management, decisionmaking, and responsibility are also provided for K-5 schools three times a year.

Parental involvement, like student success, is fostered in a variety of ways: regular written and verbal communication; Family Fun Nights; and the sharing and monitoring of each child's action plan. Parents are personally invited to attend parent training classes offered in six-week sessions, twice a year.

Community Alliances: Fresh Start volunteers for mentors, Reading Club, academic tutoring, playground conflict managers, and classroom helpers come from local business, civic groups, faith community, PTA, and public and private family and health service providers. Fresh Start staff work closely with health and social services in monitoring individual youth and families.

Success Indicators: Fresh Start is being formally evaluated by Southwest Regional Laboratory. All program students receive both pre- and post-surveys. Progress indicators to date show the following: more parental involvement; fewer detentions and behavior referrals; increased attendance and decreased tardies; and an increase in academic success and student feeling of self-worth.



Key to Success: Sharon Jahn, district Wellness Coordinator, believes that the involvement of all interested staff members, both certificated and classified, and the ongoing training have contributed to program success. "We also include the students in the development of their individual action plan," Jahn states. "This student empowerment helps show them they are capable, responsible, and can make wise choices."

Jahn advises flexibility of staff, prioritizing student needs, and an emphasis on open communication for all employees, students, parents, and volunteers. She adds, "This program is very cost effective and easy to replicate. It does not take a lot of specialized consulting to effect a high level of achievement."

Connecting with others who care

PROGRAM: Student Mentoring Project

CONTACT: Cindy Hicks/Fred Day, Community Relations
Poway Unified School District
Wellness Office
13626 Twin Peaks Road
Poway, California 92064
(619) 748-0010

AUDIENCE: Students in grades K-12

OVERVIEW: *The Student Mentoring Program began out of a need for positive role models to increase resiliency factors and self-esteem in the "less resilient child." These students are identified, matched and then meet with a caring and devoted high school senior or adult for thirty to sixty minutes each week on the school campus. Youth who have had a mentor say the experience helped them to improve their grades, avoid alcohol and tobacco, increase their regard for people of all races, and feel special because someone cares.*

Planning: Informal assessments by elementary teachers showed a high number of students at risk of not succeeding in the school environment. The program was planned specifically to build resiliency, defined as the capacity to spring back, rebound successfully, adapt in the face of adversity and develop social competence despite exposure to stress. A planning team including the district wellness coordinator, three teachers, and community members spent time evaluating other mentor programs in the United States.

The Mentoring Program began in January 1994. Six elementary, two middle, and four high schools participate.

Program Description: Students are referred to the Mentor Program through their Fresh Start Action Plan. Fresh Start (see Fresh Start program summary) is a component of Poway's comprehensive student assistance program. Referrals can be for academic underachievement, social difficulties, and come from teachers or parents. Once mentoring is agreed upon, the students are matched with someone from a list of qualified—trained and security-cleared—mentors. Mentoring takes place on the school campus for up to sixty minutes each week during the school year. With parent permission, high school students may go off campus with their mentor on occasion.

All mentor candidates must complete an application, have a current negative TB test and complete a fingerprint check through the school district.

Program coordinators conduct a brief training where the mentor receives a detailed handbook that includes information on communication skills, responsibilities and requirements for mentoring, school schedules, and a monthly volunteer log.

The school and the mentor must first have the family's permission before the student can start the mentoring process. Students are expected to be respectful, courteous, cooperative and reliable. They must be willing to work with the mentor. Meeting times are arranged on an individual basis to meet the needs of both. Elementary and middle school students meet for thirty minutes per week; high school students extend to one hour.

Community Alliances: Mentors come from business and industry, civic organizations, Poway city employees, high school students, the faith community, social service agencies, and parent-teacher organizations.

Success Indicators: Occasional roundtable discussions are held with mentors to share successes and challenges. School personnel report a decrease in tardies, absences, and unacceptable behaviors. School staff also see an increase in homework completion, academic achievement, acceptable social skills, and self-esteem.

Challenges: At first the TB test and reference checks were an obstacle because of expense and added paperwork. The district funded the TB tests, and local Police Department volunteers now do the reference checks.



Key to Success: Sharon Jahn, Poway Wellness Coordinator, states that unconditional support from the school sites, strong community involvement, and a school district that "believes in the concept of the WHOLE CHILD" have been the keys to the success of the Student Mentoring Project. Jahn believes the program is easily replicated, very cost-effective and that there are no obstacles that can't be overcome. "This program is grounded in the belief that one person can make a difference," says Jahn. "Many children are at a crossroad, and all they need is one special person who offers unconditional friendship."

First you have to have food...

PROGRAM: **The Grub Club**
 Group Work with Adolescents

CONTACT: M. Lee Perkins, Counselor
 Shandon Junior High
 P.O. Box 79
 Shandon, California 93461
 (805) 238-0286

AUDIENCE: Junior high students

OVERVIEW: *Shandon is a rural, primarily agricultural community 20 miles from the nearest town. The Shandon Unified School District covers 640 square miles, spanning two counties. The junior high population is 64 students; these students account for 80 percent of the disciplinary, drug, runaway, and sexual harassment referrals. The Grub Club is an after-school drop-in support group for these students, providing a safe and structured place to encourage peer problem solving. The name comes from the meal prepared and shared together at the end of the weekly meetings. When asked how she would explain Grub Club to a friend one girl wrote, "I would say the Grub Club is a place where freedom, fun, and learning are all mixed."*

Planning: Shandon High School is a small rural junior/senior high school. In assessing behavioral referrals during the 1993-94 school year, faculty and staff discovered that junior high-age students accounted for a high percentage of disciplinary problems. School personnel acknowledged that there were few youth activities in the small community of homes, one small market and one Mexican-American restaurant. The Grub Club was proposed to address this need and to help youth connect to the school and to each other. Part of an already established student assistance program, Grub Club funding came in the form of a \$1,000 grant from Pacific Gas and Electric Company.

Program Description: Students were referred and interviewed through the student assistance program. Parental permission was secured with the families agreeing to pick up participants after the Club adjourned at 5:30 p.m. Co-led by the school counselor, a community person, and special guest speakers from community resource agencies, the Club averaged 10 students each meeting.

Grub Club time was spent evenly among activity, discussion, and cooperative planning, preparing, serving, eating, and cleaning up the late-afternoon meal. Students represented a mix of Shandon students; some had disabilities, some were experiencing success, some had friends, and some did not. Most of the students were seventh graders.

Grub Club activities were designed to help the students develop a rapport with adult leaders, develop or enlarge a circle of friends, role play and learn refusal skills and how to deal with peer pressure, and discuss in a safe environment issues such as drug use and abuse, loss, teen sexuality, and resolving conflict. The meals helped supplement student nutrition and education.

Community Alliances: Community and county agencies contributed guest speakers. Family members were critical to the success of the program because of transportation needs. All students needed to be picked up and many parents drove 20 minutes or more one way.

Success Indicators: The school counselor surveyed students at the end of the program through a one-page, five-question informal assessment. Students' comments were positive and spoke of safety among friends. Staff report that the Club was like "a weekly shot in the arm" for many students. Group facilitators became like mentors to many of the youth and became adults they could turn to on campus. Teachers also believe the students were better able to handle problems and displayed greater sensitivity to the needs of their peers.



Key to Success: Planning and making dinner together was one of the most enjoyable Club activities. The cooperative process led to group trust and empowerment. Counselor Perkins also believes the voluntary nature of the Club contributed to the success. "Kids came because they wanted to," he says. "In the process they found that they belonged and were welcome."

Perkins recommends replicating this program in other settings. He suggests the following manual: *Group Work with Adolescents*, Network Consulting Services, 617 Jefferson, Napa, California 94559, (707) 255-9024.

Helping and supporting teen parents in school

PROGRAM: Teen Parents: Reachable/Teachable

CONTACT: Janet Colberg, School Nurse
Capital High School
100 Valley Drive
Helena, Montana 59601
(406) 447-8800

AUDIENCE: Pregnant and parenting teens in a high school setting

OVERVIEW: *Teen Parents: Reachable/Teachable is a peer support group approach to helping pregnant and parenting teens meet academic, vocational, and social success without leaving the normal high school setting. The program also strives to promote good health in mother and child and to prevent a second pregnancy in the teen years. This peer support and counseling group has a strong health component and meets one day a week. The students are also given time to meet individually with a nurse/counselor during a study hall the last hour of the day.*

Planning: In 1987 administrators and the school nurse determined that about fifteen students had dropped out because support services were not available for pregnant and parenting teens. In 1988, 98 students were given a questionnaire that explored attendance, academic standing, health status, and willingness to take part in a support group, affirming a desire to stay in school and graduate. All participants had good attendance records, and grade point averages ranged between 3.5 and 1.9. Forty-five students opted to take part in a pilot program; of the 26 students who were pregnant, only three dropped out of school. Using information learned from this control group, the school implemented the program in the 1988-89 school year.

For the last three years a team approach has been used for program planning. A Carl Perkins grant for vocational programs and child care has allowed the school nurse to function as an outreach person encouraging the young women to expand their horizons by taking advantage of the vocational programs available to parenting teens. Members of the team for this additional dimension include two school nurses, one counselor, one family studies and child development teacher, one administrator, and three trained child care personnel. The peer support group approach expands and contracts depending on the numbers of pregnant teens. In times of financial difficulties the program can stand alone because it does not take extra money to create adaptable schedules that serve the teen parents.

Program Description: Teen Parents: Reachable/Teachable is a formal system of advocacy by pregnant teens for pregnant teens. The group meets

weekly during the last hour study hall slot at the close of the school day. The support system is designed to empower teen parents to identify and meet their emotional, physical, and spiritual needs. Pregnant women and their partners meet together; special guest passes are issued if a partner is older than eighteen and not attending high school. The goals of the youth and group leaders are the same: 1) promote graduation and vocational success; 2) promote good health in mother and child; and 3) prevent a second pregnancy in the teen years.

The support group format encourages the students to identify their own needs. According to nurse Colberg, the students are not "coerced to take on someone else's emotionality but rather are prompted to investigate their own family values and patterns of emotional expression." A high level of trust has enabled the groups to deal with hard questions such as dealing with anger, raising children, and family planning.

Community Alliances: The school-based program supports good communication with district parents and disseminates information about the group to civic groups, local health departments, private medical clinics, family planning agencies, the faith community, and social service agencies.

Success Indicators: Questionnaires continue to be used for interviewing prospective participants. Data are used to track number of students served, number graduating, and the number not completing high school.



Key to Success: Nurse Colberg believes the special strategy of "reaching and supporting the emotional and spiritual needs of identified students" has increased the success of the program. Customs from diverse cultures have been used as positive resources. For example, the Native American "talking circles" have encouraged teens to share life concerns. Exercises such as family sculpting and drawing have revealed family communications issues and helped the teens find "their own reason to change their behavior." "We believe everyone has ideas worth recognition," states Colberg. "We provide unconditional understanding."

All students can learn

PROGRAM: Zero Tolerance/Zero Loss

CONTACT: Ellen Boggs, Resource Coordinator
Vancouver School District
605 N. Devine Road
Vancouver, WA 98661
(360) 696-7279

AUDIENCE: District-wide program

OVERVIEW: *The Vancouver School District has recently re-written their student misconduct policy to reflect their commitment to both maintaining safe and drug-free schools and to motivating students to stay with the school system to "achieve literacy, appropriate core competencies, and become responsible and compassionate citizens." Zero Tolerance/Zero Loss is about providing options to students whose misconduct removes them from conventional programs, and about helping them understand and achieve, through personal responsibility, a learning process that will maximize their abilities.*

Planning: The new policy was initiated in fall 1994. The planning committee included central office administrators, principals, counselors, teachers, and parents. Community member and school board input was solicited and incorporated into the policy.

An action plan for all school employees was written to provide training sessions in the following areas: gang awareness, the new zero tolerance policy, and the campus intruder plan.

Program Description: The Zero Loss philosophy is predicated on the belief that all students can learn; but learning occurs at different rates and degrees, depending upon a variety of factors that include chronological and intellectual age, emotional maturity, family conditions, past educational success, and psychological development. It is also based on the belief that all individuals are valued and can become contributing members of society. Designed to help students connect to and take responsibility for their educational experiences, the re-entry program hopes to reduce drop-outs and push-outs.

The first step in the program is an intake-assessment model to review past problems, successes, student abilities, and other issues related to developing a program that best meets the needs of the student. The goal is to reduce placement of the student in the same situation where failure was previously experienced.

This intake assessment includes the following six components: (1) initial interview with student and parent/guardians to ascertain student's aspirations and long-range goals; (2) completion of a Learning Styles Inventory to design a program that best aligns with the findings; (3) Career Occupational Survey to determine the student's occupational interests; (4) academic information review to establish a "Plan for Educational Fulfillment"; (5) program identification from the district's menu of options; and (6) follow-up observation/anecdotal information gathered from close monitoring and individual and small group activities.

There are a total of 12 program options for students who are long-term suspended, expelled or who elect to drop out: adjusted schedule at regular schools, transfer to non-resident schools, ESD 112 program, after-school program, dropout support program, interim program, Vista program, juvenile court school, Job Corps, military service, graduate equivalent degree, and Pan Terra. These programs are often co-administered with other county departments. Some are target-specific offenses; the ESD 112 Program is for students who have been expelled for firearm possession, and the interim program is for students who have attendance and disruptive conduct violations. Pan Terra is for youth who have become disconnected with traditional high schools, and offers a wide variety of educational programs.

Community Alliances: Alcohol and other drug treatment programs, civic groups, juvenile justice, law enforcement, parents, and PTA groups were consulted in the development of the policy and program.

Success Indicators: Data are being collected on the number of fights, weapons, drug and alcohol suspensions, and expulsions. Schools report a decrease in fights and incidents of weapon possession.



Key to Success: Outside training on creating safe and weapon-free schools helped move the district in the direction of implementing the Zero Tolerance policy and Zero Loss re-entry program model. Resource Coordinator Ellen Boggs cautions that a complete comprehensive action plan is necessary and that all district schools must comply. "If one school in your district moves this way and others don't," says Boggs, "it will only cause more problems in the long run."

Section 3
Community Partnerships

Community Partnerships

Amazing things can happen when small groups of people gather together to plan and articulate their personal vision for their schools and their communities. In spite of overwhelming and depressing statistics, grass roots groups continue to work, helping to change something small in their neighborhoods, child by child, block by block.

Sometimes community partnerships have federal grants that enable them to plan, implement and evaluate their efforts. Usually, they begin with little or no funds and then discover the spirit of citizenship as others help them launch needed programs and services.

Our western region abounds with examples of coalitions that are using proven assessment techniques to document what is needed, and then taking those needs to local and county governments for financial assistance. It can be hard work with high turnover rates, but town forums and community projects reduce isolation and help people focus on capacities, not deficiencies.

Legal eagles judge their peers

PROGRAM: Atascadero Peer Court

CONTACT: Carol Nelson-Selby, Peer Court Coordinator
P.O. Box 911
Atascadero, California 93423
(805) 461-1835

AUDIENCE: Secondary school students, grades 9-12

OVERVIEW: *Both minor youth offenders and students not involved in the juvenile justice system benefit from Peer Court. First-time offenders may clear their records, and all students learn about legal duties, rights and responsibilities, and the causes and effects of typical youth crime. A judicial, school, and law enforcement partnership, the program shows youth how governing works, and how they, as young citizens, will or will not participate in the justice system.*

Planning: Aware of a similar program operating in Placer County, northern California (see *Sharing Your Success, Volume III*) the Oak Hills High School principal visited Auburn, the site of this program, and returned convinced that Atascadero should try something similar. A \$3,000 "Youth At Risk" grant from Pacific Gas and Electric Company allowed the program to be implemented. The planning team consisted of staff from the Atascadero Unified School District, San Luis Obispo County Probation and District Attorney's Offices, and the Atascadero City Police. Additionally, a representative from the Placer County program also participated in program development. Atascadero Peer Court officially began in February 1995.

Program Description: The Peer Court Program is two parts: (1) the in-class legal instruction component; and (2) the actual Peer Court, held the last Thursday of each month at 7:00 p.m. at Atascadero City Hall.

Three 10th-grade world history classes are the first to receive Peer Court instruction. Students spend an average of two weeks learning about legal duties, rights and responsibilities, typical youth crime scenarios, and how they, as individuals, can participate in the governing process. They hear lectures from police officers, deputy district attorneys, district supervisors, retired judges, and a representative from the witness assistance program. Once they have completed the program, they are eligible to participate in the Peer Court as prosecuting and defense attorneys, clerks, bailiffs, and jury. A real judge or attorney acts as the judge.

Youth who appear before the Peer Court do so on a strictly voluntary basis. They must be first-time offenders who have admitted guilt and typically have

participated in minor crimes such as shoplifting, graffiti, vandalism, drinking. Crimes such as assault, rape, and armed theft are not seen in Peer Court. The incentive to participate is that an offender may have his criminal record cleared after he completes the "sentence" his peers assign him.

Sentences can range from performing 40 to 120 hours of community service to attending counseling and maintaining passing grades in school. In addition, everyone sentenced by Peer Court must then also serve on the court at least five times. If the youth violator does not live up to the consequences of the sentence, they are referred to the regular probation department.

Community Alliances: The Peer Court partnership includes law enforcement, juvenile justice, Bar Association members who act as mentor attorneys, the school system, and the private and public health and family service providers who provide counseling and intervention required by Peer Court juries. Carol J. Nelson-Selby, a former prosecutor for Ventura County, volunteers her time as program coordinator.

Success Indicators: While the Atascadero program is too young for assessment data, planners are hoping to duplicate or better the record of the Placer County peer court. In Placer County, only six percent of juveniles who go through the peer court program reoffend. This is a much lower rate than juvenile offenders who are processed through the traditional system.



Key to Success: According to the planning committee: teamwork, a top-notch volunteer coordinator, and collaboration and cooperation.

A small village does big things

PROGRAM: **Homespun Communities:
The Bridgeville Community Collaborative**

CONTACT: Christy Keener, Community Coordinator
Bridgeville School District Community Center
P.O. Box 2
Bridgeville, California 95526
(707) 777-3456

AUDIENCE: Community youth and families

OVERVIEW: *Set in the eastern mountains of rural Humboldt County, northern California, Bridgeville was put on the map in the 1970s because of the high incidence of illegal drug production and related violence occurring in the region. Responding to the overwhelming needs of children growing up in the village of 320 residents, the school and community took joint action to provide a healthier environment for children. School-linked health and human services now include family advocacy, transportation to county services, and Friday evening and summer youth activities.*

Planning: Bridgeville community organizing began in 1991 when written surveys, Town Hall meetings, and teacher/parent conferences were used as assessment tools to identify community challenges and strengths. Because of Bridgeville's rural location, family support services were essentially nonexistent and the concept of school-based integrated services began to emerge. Community residents envisioned building self-sufficiency and reducing violence and desired programs that would nurture the potential of all children to succeed. To this end a school restructuring "New School Council" was formed as well as the parent-community-business team. In 1992 this team agreed to apply for a California Healthy Start planning grant, and in 1994 Healthy Start funding was secured.

Program Description: Extensive community organizing, interagency agreements, and identifying and securing new opportunities and sources of funding have resulted in the following school-linked health and human services: daily family advocacy, counseling, and case-management services for students and their extended families; transportation to needed county services—daily for high school students and twice weekly for community-at-large; Open Door Health Clinic and dental van—six times per year for students and extended families; Head Start home-based preschool; Friday evening and summer recreation programs for children and youth; daily food support and food bank; and community governance activities.

The school-based Community Center also houses Al-Anon Saturdays, a Bookmobile, senior high youth group, karate classes, Youth Service Bureau, and Women's Resource Center.

Community Alliances: ALL community businesses, civic organizations, private and public agencies, representatives from the faith community, parents, and senior citizens are encouraged to participate in the Community Collaborative. Everyone who joins helps govern, evaluate, and plan the site-based services.

Success Indicators: An independent evaluator will collect data in compliance with the state Healthy Start grant. It is too soon to report formal progress. School administrators report an increase in the percentage of Bridgeville School graduates who remain enrolled in high school.

Obstacles: Some community members opposed providing community-based services at the school site. This obstacle was met by encouraging honest communication and debate through Town Hall meetings. A community historian has been assigned to document the significance of how recent dramatic changes have affected the lives of long-established residents.



Key to Success: "The key to our success has been a bona fide commitment to involving the community in planning and implementing our services," says coordinator Christy Keener. Community members and parents share central decision-making roles with agency representatives and school staff in governing the collaborative. Family advocates have been employed from within the community to facilitate the delivery of services to families. Youth have started the Youth Group, which develops program opportunities for teens. While a village of 320 residents is certainly more manageable than a larger town, suburb, or city, community-organizing principles can be replicated anywhere.

A grass roots circus came to town

PROGRAM: Neighbors-to-Neighbors-Working-Together

CONTACT: Shirley E. Forbing, Project Director
El Cajon CASA Project Ace
120 Rea Avenue
El Cajon, California 92020
(619) 442-2727

AUDIENCE: Community residents

OVERVIEW: *Neighbors-to-Neighbors-Working-Together is a community mobilization effort sponsored under the El Cajon CASA Project Ace (Activating Community Efforts). The program, part of a Center for Substance Abuse Prevention Community Partnership Grant, originally started in response to several neighborhood murders.*

Planning: A cross-section of community members attended a two-evening training workshop in "The Technology of Prevention" model by William Lofquist. Community assessments then yielded three major areas of concern: (1) safety; (2) apartment living; and (c) youth and families. A cadre of community facilitators was formed to plan and monitor the work of community teams.

Program Description: Presently the community partnership consists of monthly neighborhood meetings, a community outreach coordinator who serves as the CASA contact person for the community, a monthly program newsletter, and community activities.

These community activities have included "Make A Circus" and regular Family Fun Nights. Using funds generated through community donations, a group from Berkeley, California was hired to create a neighborhood circus. The participatory circus included 44 booths, costumes, food and games. Many organizations were able to explain their community services, and resources and participation by the mayor ensured media publicity. Word of mouth and "foot" advertised the circus and the well-attended event overshadowed the previous low rate of community attachment.

Family Fun Nights are held monthly and are planned by each local neighborhood. The latest one was a Back-to-the-Future night where parents wore clothes from the '70s and danced and played games. The parks and recreation department and local law enforcement also participated, and again local service providers were on hand to explain their resources.

Citizen Safety Patrols have been used to address safety concerns. These patrols conduct safety trainings for apartment managers, and some buildings are now considered safer and more drug-free.

Community Alliances: The majority of public and private agencies and organizations are represented on the El Cajon CASA board, and each agency contributes what it can. In many cases this program is the first time various groups have met with a common vision.

Success Indicators: An external evaluator is conducting both process and outcome assessments based on reduction of risk factors and the targeting of specific protective factors. Community groups are now also utilizing evaluation procedures. Specific data were not available at this time.

Challenges: Project Director Forbing cautions about territorial issues, attendance at meetings, and trying to do too many things at once. She advises community partnerships to listen to all needs, involve everyone in proactive ways, and to focus on one activity at a time.



Key to Success: Forbing continues that it is absolutely necessary to have the community involved in the planning and implementation stage. "You must also have a good manager who can assign decision-making to a person or persons once the objectives have been mutually decided. You must get things done!"

Back to the future: Town hall meetings

PROGRAM: The Community Congress

CONTACT: Dewell Byrd, Chairman
Humboldt County Community Congress
P.O. Box 109
3289 Edgewood Road
Eureka, California 95501
(707) 445-8841

AUDIENCE: Community members of all ages

OVERVIEW: *In Humboldt County, northern California, the community-building process has evolved from one of deficiency theories and deficiency "fixing" practices to one of consumer participation that builds on strength, mutual help, and resiliency. The paradigm shift has resulted in town hall meetings, focus groups, and community action plans with new sources of energy, new grants, and new building blocks for community development. Recently, Community Congress was selected by the American Probation and Parole Association as a national model for their handbook on community involvement.*

Planning: The Humboldt County Community Congress is a private, nonprofit organization founded in 1988. Early members were juvenile justice and delinquency prevention commission representatives, the chief probation officer, and the superior court judge. Meeting over coffee in a local diner, these "vision meetings" grew in size and composition; community members with no agency connection began joining the group and talking about perceived community needs. All agreed the primary goal was to strengthen families and communities. The group decided on the town hall meeting model to move forward.

Program Description: Since 1988 over 45 town hall meetings have taken place in Humboldt County communities and neighborhoods. In each, the following process for facilitation has been followed:

- * key community leaders are identified;
- * they, in turn, involve other concerned citizens and youth;
- * a series of town meetings with various community groups is held in which concerns, needs, and possible solutions are brainstormed;
- * brainstorming information is recorded and presented back to community participants;
- * the final community town hall meeting involves clustering and prioritizing needs, lobbying, voting, and developing a preliminary action plan;

- * follow-up meetings are planned;
- * success is celebrated.

The accomplishments of these meetings vary as much as the communities from which they originate. Community action has resulted in the building of a teen center, getting a local prosecutor to re-open a murder case that was ultimately resolved, removing junk cars, and closing a bar. Town hall meetings have also resulted in the development of parent support groups and parenting resources, the elimination of an unsafe school crosswalk, the creation of recreational resources, and the publishing of a community newsletter.

Community Alliances: The Community Congress is a forum for honest, open exchange; and ALL citizens are invited and encouraged to participate, especially kids and youth. Clustering and focus groups ensure that there is a safe spot for everyone.

Success Indicators: Meetings are evaluated through informal self-administered surveys. Community Congress members point to positive community change, and outcomes are true indicators of social change.

Special Challenges: Chairman Byrd is realistic and realizes that new participants are always needed to keep the vision going. Like all community action groups, this one experiences pessimism, loss of hope, and burnout. They advise similar groups to take small steps and celebrate success often.



Key to Success: David Lehman, Chief Probation Officer, Humboldt County, believes town hall meetings give people a place and an opportunity to voice their beliefs and ideas on how communities need to be and remain "good places for children and families." "This isn't institutional or bureaucratic," says Lehman. "This is proactive and helps us recognize our interdependency and our communal responsibilities."

Together they do work Side by Side

PROGRAM: Side by Side Service-Learning Program

CONTACT: Joy Pelton, Program Coordinator
Sierra Ridge Middle School
2700 Amber Trail
Pollock Pines, California 95726
(916) 644-2031

AUDIENCE: Elementary age students, grades K-8

OVERVIEW: *Schools and communities around the country are exploring better ways to enable young people to contribute to their community and discovering the value of service learning. Service learning actively involves youth in prevention and in academic programs with specific goals. In the Pollock Pines program, students provide service to a local battered women's shelter by preparing nutritious meals and designing and building age-appropriate toys for the shelter's children. They also work with the U.S.D.A. Forest Service to plant, record and chart seedling growth as well as tutor younger students in math, reading, and writing.*

Planning: Side by Side began with a discussion at a regular faculty meeting concerning goals for middle school students. These goals were then matched with outcomes of service-learning that included developing complex critical thinking skills, building an ethic of caring, addressing real-world issues, and making the curriculum more meaningful and relevant. Students, community members, parents, and school staff were then invited to the school to present their ideas of community needs. Specific needs were: recreational facilities and areas, preventing drug use, social services availability, isolation of seniors, environmental concerns, and lack of tolerance for diversity.

An advisory committee of school personnel, students, parents and community members developed the program. This group continues to meet on an ongoing basis to evaluate program progress.

Program Description: There are three major components of Side by Side. In one component, students learn about the topic of domestic violence and abuse by working with a local battered women's shelter. They study nutrition in order to prepare meals for local shelters. They learn about child development and then design and build age-appropriate toys. They research the effects of stress, emotional abuse and physical abuse on the nervous system. They also study the history of women's rights in the U.S. and how the economy can put stress on families.

A second component has Sierra Ridge students learning about the environmental effects of a local forest fire on their community. In the classroom Forest Service experts teach reforestation, civic and environmental responsibility, and botany. Students research the natural vegetation of the forest and visit the fire site to plant seedlings. They record and chart the plant growth and the survival rates of differing species. The U.S.D.A. Forest Service uses the student information for their own research.

The final component involves students tutoring younger students in reading, math, and writing. Students first learn about child development and age-appropriate activities and then design lessons which correlate with a classroom theme and address differing learning styles. Each week a new activity is developed, taught and evaluated on its effectiveness. Students apply reading, math, critical thinking, written and oral language skills.

Community Alliances: By definition service learning always includes numerous community alliances. Community needs are determined by key stakeholders and especially the citizens surrounding the school. The Sierra Ridge advisory committee coordinates projects for students in classrooms to address these needs.

Success Indicators: Ongoing reflection by all participants and both informal and formal surveys are used as assessment methods. Attendance has gone up at Sierra Ridge and attitudes towards community service have risen.



Key to Success: Program coordinators and staff buy-in have been critical to the successful operation of Side by Side. Joy Pelton recommends staff inservice on service learning and interdisciplinary applications. "Service learning helps provide a sense of community spirit," says Pelton. "Critical needs are met and youth are given the opportunity to become important community resources."

The future: integrated services at schools

PROGRAM: The Futures Project

CONTACT: Lisa Villarreal, Project Director
San Mateo County Office of Education
101 Twin Dolphin Drive
Redwood City, California 94065
(415) 802-5359

AUDIENCE: Children, youth, and families

OVERVIEW: *FUTURES is a three-district, six-school, multi-agency collaborative program that provides school-based health and human services to the children, youth, and families of east Daly City, California. Services are provided by four multi-disciplinary teams and include information, referral, direct service, case management, and linkages to other public assistance.*

Planning: Over 1,200 families, 400 students, and 60 staff living, attending school, and teaching in east Daly City were surveyed. The greatest identified needs were health and dental care, academic tutoring and recreation. Over 85 percent of those surveyed indicated they would use a school-based center.

Villarreal, Department of Education, led a developmental core team of three other county providers from mental health, public health and child welfare. A developmental task force of 40 representatives from county and local agencies and schools and an oversight committee of top level county agency directors planned for six months. The FUTURES program began in 1992. The structure now contains a management team and an oversight committee. County and state funds support the program.

Program Description: There are five main program services provided by the four multi-disciplinary teams: (1) information and referral; (2) direct service; (3) case management; (4) program development; and (5) linkages to county assistance. The four multi-disciplinary teams work out of school-based sites and are available daily for children and families.

Special collaborative training was necessary, as Lisa Villarreal says, to "survive and thrive" in a major change process. Service providers had to learn to become family advocates in addition to their area of expertise. Blending the professional cultures of schools and service agencies was a "challenge."

Community Alliances: The basic collaboration is between schools, health and social services. The program's service delivery model is developed and implemented within these groups. Other public and private agencies, law

enforcement and civic and PTA groups are extended team members that help develop and implement special programs such as ESL classes for parents, tutoring, after-school programs, and support groups.

Success Indicators: Intake and assessment forms are used in addition to work plans, case notes, and case summaries. All procedures are documented, entered in a computer system, and sent to evaluators. Assessments show improved attendance, increased parent involvement, and improved school climate.

Challenges: Villarreal reports that the planning group experienced and inherited pre-existing histories of "discord," turf issues, territorial issues and a fear of change. The group overcame these obstacles by focusing and returning to their original vision and by concentrating on strengths, not deficits. "We concentrated on what we can do," says Villarreal.



Key to Success: Villarreal lists three main "keys" to success: keeping the vision and the focus on improving outcomes for kids and families, staying neutral whenever possible, and having a flexible coordinator. Her words of advice for those attempting integrated services: "Be willing to blend funding, change service delivery, and change old work paradigms."

Forty+ agencies make a safe place after school

PROGRAM: C.L. Smith STAR (Students Taking Active Responsibility)

CONTACT: Donn Shallenberger, Principal
Conrad L. Smith Elementary School
1375 Balboa Street
San Luis Obispo, California 93405
(805) 544-7744

AUDIENCE: Elementary school students in grades 4-6

OVERVIEW: *The goal of this after-school prevention and early intervention program is to provide healthy and positive opportunities to San Luis Obispo youth through partnerships with the community, governmental agencies, businesses and schools. Daily programming focuses on providing healthy, fun, and safe activities through sports, arts, multicultural activities, academic support and counseling. Approximately 40 agencies, organizations, and groups provide support and resources. In March 1995, this program received the California League of Cities Helen Putnam Award for Excellence in the Area of Community Service.*

Planning: STAR began in August 1993. School staff, aware that a number of students were involved in pre-gang and gang activities were increasingly alarmed that some students were being arrested and placed on probation for fairly serious crimes. Together the principal, the D.A.R.E. officer, and the School Site Council president began building a program that would have academic, counseling, and recreation components. Multiple district and city agencies joined the planning team. When the City Council approved the use of community development block grant funds for the recreation component, the program received the financial stability required for long-term success.

Teachers and recreation leaders receive training in conflict resolution, gang awareness, professional and legal responsibilities regarding confidentiality, and developing trust and fostering respect and dignity.

Program Description: C.L. Smith is located in an adverse socioeconomic neighborhood. STAR Club members are students in grades 4-6 who attend the after-school program voluntarily.

The program consists of three primary components: (1) academic support from tutors, peers, and a homework club; (2) social and emotional support from counselors, mental health staff, and positive big brother/sister recreation leader role models; and (3) daily multifaceted recreation programs.

Volunteers and paid recreation staff offer a wide variety of activities each day; students are free to choose their own activities.

Positive interaction with staff and peers is designed and structured to help children take responsibility for their actions and choices and to help them learn to feel confident in their decisions. One such example is "Rap Session" where subjects such as peer pressure, friendship, and conflict resolution are introduced at the beginning of the week and presented each day through activities, group discussion, and group interactions.

Community Alliances: The over forty agencies and resources participating in STAR range from the traditional public agencies such as law enforcement, parks and recreation, school district, and county health and education departments, to California Polytechnic State University which supplies tutors representing college departments and the local Big Brother program. The county Family Services Center and the Filipino Cultural Exchange program are also involved. Collaborative funding strands come from state, district and community development block grant monies.

Success Indicators: Program planners are tracking attendance, behavioral infractions and academic growth. Grades have improved and show sustained growth. Tardies and absences have decreased. Gang influence has "decreased dramatically." School staff report more "peace on the playground."

Challenges: Early challenges were obtaining sufficient and stable funding for the recreation component. When city funds were targeted for STAR, the program was able to expand and include more participants and partners. Hiring and keeping good recreation leaders is a continuing challenge.



Key to Success: Overwhelmingly, program planners say that early collaboration of key agencies was and continues to be critical to the success of STAR. "Having the Parks and Recreation Department, the Mayor, the Human Relations Commission, D.A.R.E., school site council, and the PTA working together *really* helps," says Debby Jeter, STAR resource person. Timmi Morton, a recreation leader, believes STAR participants come because "STAR creates an environment where kids can be kids and it's O.K. This is safe place for them to go and be themselves."

Centralized services and a mandated class in "Life 2000"

PROGRAM Santa Monica High School Alliance

CONTACT Katherine McTaggart, Coordinator
School & Community Partnerships
1651 16th Street
Santa Monica, California 90404
(310) 450-8338

AUDIENCE: At present, high school students
Intent is to expand district-wide, families, pre-K-adult

OVERVIEW: *In various forms of planning for the last seven years, the Alliance Project has recently benefited from new district leadership and heightened dialogue between the schools and the city of Santa Monica. Initially being piloted at the large Santa Monica High School, the program has two primary components: "Life 2000," a year-long course required for all ninth-graders, and the "Alliance," a program of integrated and coordinated services targeting 200 high-needs students.*

Planning: Past surveys conducted by the city of Santa Monica, the District Minority Student Study and Health Advisory Committees, the Women's Commission Child Care Task Force, and High School Restructuring Committee provided input from parents, students, the business sector, agencies, and the wider community. Santa Monica has a tradition of strong support for programs for youth and families, but like many other cities, a history of fragmented and duplicated services.

Santa Monica High School was chosen as an Alliance pilot site in July 1994. The planning team includes school staff, students, community agencies and leaders, city staff, parents and community members. Goals and outcomes are based on needs assessments, and agencies submit proposals and contract to service these needs. Cities' monies are matched by district general funds, Drug-Free Schools and Communities funds, and other government and foundation grants.

Program Description: The 2,500 students who come to Santa Monica High School typically find themselves in two schools: one for those who excel in academic programs and proceed to college, and another for many others, mostly youth of color, who are not successful and leave, often prematurely, with a limited vision for themselves and inadequate preparation for a productive life. Two program components have been designed to foster more successful outcomes for students in the "second" school.

The "Life 2000" class is a required ninth-grade class taught throughout the year and infused with the mandatory health class. It includes units on conflict resolution, intercultural understanding, communications skills, career exploration, portfolio development, and service learning. Each unit has a parallel piece for parents so that, once a month, parents have the opportunity to participate with their children in developing new understandings and skills.

The "Alliance" of integrated, coordinated services targets 200 students identified by low GPA and poor attendance. Alliance staff include an assistant principal and a counselor who handle discipline, attendance, and case management; a guidance tech who assists with screening, referral, and data collection; a counseling coordinator who schedules counseling services on campus; a job developer who coordinates a continuum of work experiences for students; and two outreach workers who conduct home visits, help resolve attendance and behavioral problems, and connect under-represented students with campus and community opportunities. The community liaison helps students and families unfamiliar with educational institutions; and the bilingual parent educator/social worker conducts parent education, crisis intervention, and referral facilitation.

Other Alliance partners come from numerous outside agencies and provide numerous services. These include staff development, peer listener training classes, tutoring services, intercultural enrichment experiences, employment and support services for students in alternative education settings, and intervention services in mental and physical health.

Community Alliances: In addition to the partnerships described above, the program works with local police, juvenile probation, the PTA, African American Parents Organization, the Santa Monica Alumni Association and the Santa Monica Bar Association.

Success Indicators: Program participants are monitored weekly and six-week print-outs provide statistics on attendance, academics and discipline. Fiscal reports and site reviews are city mandates. A professional evaluator is conducting an extensive program assessment. Preliminary data indicate that discipline referrals, suspensions, expulsions, and recommendations for transfers to continuation high school are down. Reported incidents of violence on campus have also diminished. More than 100 students have been placed in stipend jobs with many picked up for permanent employment. Coordination of, and access to, services has been enhanced.



Key to Success: "Our program promotes deliberate inclusion of all participants, equal respect for all partners, and an on-going process of inquiry in which ego and professional orientation defer to what works," states Project Manager Katherine K. McTaggart.

"Successful collaborative programs do not happen overnight or necessarily easily," she continues, "but they can and do happen if common care and respect are paid to the expertise of each and every partner."

Safe passages to schools with parents and businesses

PROGRAM: P.A.S.S.P.O.R.T. Program

CONTACT: Jim Pitkin, Coordinator
Safe School Program
Visalia Unified School District
315 E. Acequia
Visalia, California 93291
(209) 730-7579

AUDIENCE: Elementary school-age students

OVERVIEW: *PASSPORT is an acronym that stands for: Parents and Schools Succeeding in Providing Organized Routes to Travel. A joint effort of the school district, police department, and community-based organizations, the program provides safe passage for young students traveling to school along routes that have been and are potentially dangerous because of proximity to gang turf and high crime.*

Planning: PASSPORT is only one aspect of the Visalia Safe Schools plan. In the spring of 1994 nearly 300 people joined together to write the school plan and to give recommendations to the Visalia School Board. A "safe route" plan was considered a priority, ranking 4 out of 49 recommendations. Linwood and Houston Elementary schools were chosen as pilot schools. PASSPORT began in January 1995. The program has cost less than \$100.

Program Description: The basic premise of the PASSPORT program is that schools alone cannot ensure the safety of students as they travel to and from school, and that parents are an integral part of the solution to this potentially dangerous problem. PASSPORT utilizes parent volunteers who wear badges and serve as "neighborhood watchers" to see to it that children can get to and from school safely. The program also utilizes businesses along major walking routes who have agreed to allow students to use their phones and stay until parents arrive if they are being threatened or intimidated.

Parents stand in front of their homes and simply watch for dangerous situations. They watch for fights, intimidation and unsafe activity and immediately report such incidents to their school or appropriate resources. The front of the badge has the school name and district logo, and the back has key phone numbers that include school numbers, student services division number, confidential help/hotline, and the gang suppression unit number. Each of the participating businesses has a bright yellow sign in their windows

which is easily recognized by students if they need to use a phone. All parents receive a letter and map indicating recommended travel routes.

Community Alliances: The Visalia Police regularly patrol the communities in which PASSPORT schools exist and provide suggestions as to the best routes for children. Nineteen businesses and churches are presently involved in the program. The involvement of businesses offering telephones is critical to the success of the program. Liability issues prevent children from using the telephone in private residences.

Success Indicators: School site administrators and the Safe School Coordinator regularly monitor and travel along the walking routes. There have been no reported incidents of violence to children who walk along the designated routes. Media publicity has helped encourage citizens to watch over the children, and the school reports increased community awareness and involvement in school safety issues.



Key to Success: Safe School Coordinator Pitkin says, "Our acronym is catchy and easy to identify with, and our community has taken a pro-youth approach with this program." Easily replicated with funds required only for the cost of printing badges, Visalia will expand PASSPORT to more elementary and middle schools next year.

No summertime blues here

PROGRAM: Trinity Summer Day Camp

CONTACT: Armando Corella, Social Worker
Trinity County Health and Human Services
P.O. Box 1470
Weaverville, California 96093
(916) 623-1375

AUDIENCE: Elementary school children, grades 1-4

OVERVIEW: *Recognizing that children in outlying areas are often unable to participate in typical summer programs, youth and social workers in Trinity County went directly to the children in a community mobilization effort that affected young kids, teenagers, and families. Five two-week sessions provide fun activities for children in a safe and nurturing environment. Jobs are also provided for 16 teenagers who serve as camp counselors. The day camps are completely supported through donations from service clubs, local businesses, individuals, and special programs.*

Planning: Staff from county Health and Human Services and Human Response Network/Child Care Project recognized the need for summer recreational programs in outlying areas. Transportation was an issue, and resources were not always available for start-up programs in small rural communities. Deciding that all the resources necessary existed between them, Armando Corella and Joyce Brown from the Child Care Project began asking for community donations and help. "We started out small," says Corella. "We did what we said we would, asked for more support, and got it."

The first day camp was held at Lowden Park in Weaverville in 1992. Since then there have been five camp sessions at two locations.

Program Description: Designed to provide safe and happy summer environments for children who may be home alone, the day camps operate a total of four hours per day for two weeks, from 10:00 a.m. to 2:00 p.m. A \$25 registration fee is required for each child; a sliding scale allows siblings to attend at a reduced rate. No child is turned away for lack of funds.

Twenty children attend each camp. Local high school students are interviewed and hired as camp counselors. Student counselors are paid \$4.25 per hour for a five-hour day. Four hours are spent with the children and one hour each day is devoted to set-up, clean-up, and evaluating the day. Camp counselors are also paid to attend a Saturday training session prior to the opening of camp. This training includes health and safety information and detailed information on child development and age-appropriate discipline.

Effective listening, ways to praise children, and controlling anger are some of the topics the teenagers cover.

Day camp activities include a variety of art, music, dance, drama, free play and structured play activities. Each day has some prevention component. Activities focus on tobacco, alcohol, and drug prevention, safety, nutrition, social development, and crime prevention. Groups are determined by age. Special activities include water day, pie eating/throwing day, and end of camp closing celebrations that may include talent shows, ice cream socials and barbecue potluck lunches with parents and service agencies. Campers receive tee-shirts with the names of camp sponsors and counselors and volunteers receive certificates of appreciation.

Since its inception the day camp program has doubled in size and now serves over 200 students. In 1994 a four-day mini-camp was started for 25 children grades pre-K through Kindergarten.

Community Alliances: Local businesses and civic groups help sponsor the program, and public and private agencies volunteer their skills in arts, dance, and music. Fire departments and law enforcement display safety vehicles and programs and spend time just getting to know the children as individuals.

Success Indicators: No formal assessments are used. Corella believes, however, that children who attend the day camps feel a new sense of self-worth and bonding with fellow campers and teen counselors. "Now the child is recognized around town more often," he says, "They feel special and worthwhile." Financial support for the program continues to grow.



Key to Success: Armando Corella offers much credit to his fellow community members and agency representatives. He states, "We avoided turf wars that typically exist between agencies. We had a shared vision with very high standards. Teamwork and hard work were what made it happen." His advice to others who wish to implement a similar program: define your vision, keep it simple to allow for growth later, and make no compromises on quality. And...pick the best staff, present the best messages. He would like to help others continue what Trinity started.

When the people are the professionals

PROGRAM	Community Progress Teams for Child and Family
CONTACT	Cathy Garland, Director Marion County Children and Families Commission 100 High Street NE Salem, Oregon 97301 (503) 588-7975
AUDIENCE	Children, prenatal to 18; families

OVERVIEW

All Oregon counties have Childrên and Families Commissions supported by state funds to identify and implement local prevention and intervention programs. Grounded in the belief that local people solve local challenges, the Commissions provide technical assistance and some grant dollars. In Marion County, the Commission-sponsored community mobilization process has resulted in the development of Community Progress Teams. These teams of citizens and youth meet on regular basis to work on programs ranging from infant support to after-school academies.

Planning: A "community mapping" process was initiated in Spring 1994 with the goal of examining community strengths and risks in supporting families to meet their needs. Planning team members included representatives from private and public entities, elected officials, youth directors, service providers, school personnel and board members, parents, and business members.

The planning process used a family wellness model with the long-range goal of moving the traditional support and service delivery system for children and families to a community-based model with services closer to home. Special training in risk and protective factors, community wellness and group processes and organizational development principles was provided.

Program Description: More a *process* than a *program*, the community response to this planning has been the formation of Community Progress Teams (CPT). Currently, seven of 16 possible CPTs are meeting on a monthly basis in their local community under their local direction. The CPTs serve as the communication link between the communities and the Commission and sign "memos of collaboration" agreeing to form coalitions with existing organizations, develop work plans with strategies and outcomes, and have a majority membership of lay citizens.

Community Progress Team key activities include: community resource fairs; parenting classes; family forums; back-to-school picnic and information fair; Family Christmas Evening with classes on de-stressing the holidays; nutrition

awareness; parent infant support project; wellness classes in collaboration with a hospital; alcohol and other drug prevention projects; After-School Academy of Applied Art; Project Success; and the creation of a youth services director position.

Community Alliances: Community Progress Teams obviously can work only with other people and other organizations. Inclusiveness and community representation are critical components. The Marion County teams include good representation from public and private groups. The CPTs also work with the Oregon Together Communities That Care program.

Success Indicators: An evaluation consultant is expected to be hired by summer 1995 to help the CPTs track their particular programs. With regard to involving citizens in the planning process, early indicators show that the number of participants is increasing. The number of CPTs has doubled over the original estimate.

Special Challenges: Director Garland lists a variety of obstacles that typically challenge community groups: stepping on toes, letting go of control, obtaining inclusiveness, and establishing common ground. She advises taking a careful inventory of who is already doing what, honoring and enhancing their work, and finding a way to give every person a piece of the action as soon as they offer.



Key to Success: "A strong belief in the wisdom of ordinary people, a positive and trusting view of the intent of agencies and institutions, plus a willingness to follow people rather than professionals are keys to this process working," says Garland. "We are now looking for ways to keep up with the teams as they move ahead. These kind of problems are the ones we like."

A safe alternative to cruising the streets

PROGRAM: The Neutral Zone

CONTACT: John Turner
Chief of Police
Mountlake Terrace, Washington 98043
(206) 670-8260

AUDIENCE: Youths ages 12-20

OVERVIEW: *Faced with alarming increases in violent juvenile arrests and more and more youth out on the streets late at night and early morning, the small community of Mountlake Terrace, north of Seattle, developed their own program with their own resources. The Neutral Zone, open on Friday and Saturday evenings, targets youths who are gang involved and/or gang affected. Since opening in 1993, average attendance is 225-300 kids every weekend night.*

Planning: Mountlake Terrace, a community of approximately 20,000 people 15 miles north of downtown Seattle, saw a 63 percent increase in juvenile arrests from 1988 to 1992. Compounding this concern was the degree of violence associated with this increase. Youth gang activity, including severe gang violence, had mushroomed. Additionally, the city was seeing more and more of its youth out on the streets late at night and early into the morning.

In 1992 the Mountlake Terrace police chief and a coalition of community members convened to brainstorm how the community should address this growing problem. Instead of using "band-aid" approaches such as police crackdown on gang activities, the groups concluded they would have to develop their own program utilizing local resources. What they developed is now called the "non-traditional" youth program, the Neutral Zone.

Program Description: Developed to provide a positive alternative for youth "hanging" on the streets late at night and early morning, the Neutral Zone offers recreation, food, and community services for kids who may be gang involved. Staffed primarily with volunteers and four part-time staff, the Neutral Zone is open from 10:00 p.m. to 2:00 a.m. every Friday and Saturday night.

The Neutral Zone serves primarily, though not exclusively, Mountlake Terrace youth ages 12 to 20. Under certain compelling circumstances (i.e., safety) the Zone accepts youths who are slightly younger or slightly older. Youths who are involved in gang activity are welcomed into the program as long as they are under control and do not exhibit overt gang

activity such as displaying colors, recruiting, dealing drugs, intimidation or aggression of any kind towards others.

It is the specific intention of this program to work with youths who are gang involved and/or gang affected, and to help them recognize options to their current harmful and dangerous means of getting their needs met. Youths under the influence of substances are allowed to participate under careful supervision. In these cases, such youths are considered safer inside the program than out on the streets, and are immediately targeted by staff and helping professionals for on-site monitoring and service provision.

Community Alliances: The original planning coalition has become the Community Action Resource Team, or CART, and is composed of people from law enforcement, education, city, county, and state government, private youth-serving agencies, and a large array of professional and lay volunteers. Many of these people serve as Neutral Zone volunteers each weekend and continue to monitor the progress and implementation of the program.

Success Indicators: Attendance shows that the targeted population is using the program. The first night of operation saw 16 youth; in 1994 attendance consistently reached 225-300 youths every Friday and Saturday night. Aaby reports that trust among youth and adults has increased as the young people get comfortable with the rules and expectations. As the program progresses, more emphasis is being placed on service provision. The goal is to help youths make community connections and to move in the direction of more productive lifestyles.



Key to Success: "The Neutral Zone has accomplished a great deal with limited dollars," says county Community Mobilization Coordinator Patrick Aaby. "Collaboration has been the key here. CART has taken collaboration past the concept stage to the much more difficult stage of implementation."

Strengths not deficits, affirming not fixing

PROGRAM: Family Focus Project

CONTACT: Marilyn Trail, Community Resource Coordinator
Washington State University Cooperative Extension
222 N. Havana
Spokane, Washington 99202
(509) 533-2048

AUDIENCE: Community members of all ages

OVERVIEW: *Family Focus is grounded in the holistic belief that in every community there are people with strengths, talents, and leadership qualities that can help that community thrive. Using prevention and community development concepts from 4-H, food and nutrition classes, and a lifeskills curriculum for parents, the program helps parents and youth identify and strengthen their own skills and talents. As a result, young participants have increased self-esteem, strengthened AOD refusal skills, and improved social interaction skills. Parents spend more time with children and less time with television, more time on personal self-improvement activities, and the number of parents working or going to school has increased 58 percent. Crime has decreased 40 percent and the number of drug houses by 81 percent.*

Planning: In 1990, the West Central area of Spokane near Holmes Elementary School was in crisis. Nicknamed "Felony Flats", the neighborhood had the highest rate of drug-related crimes, the lowest average income, and a 125 percent student turnover rate. The disappearance and death of two neighborhood children galvanized the community. A needs and capacities survey was conducted in 1991, and a coalition of agencies, businesses and West Central residents began to provide services to youth ages five to 11 in June 1991. By focusing exclusively on capacities and strengths, instead of deficiencies and deficits, Family Focus has grown to include services for all ages. Funding comes from federal, state and county funds through a USDA matching grant.

Program description: Within and close to West Central exist many youth, family, and community services. There is a new school, new community center, new free medical clinic run by volunteer doctors, a day-care center, women's health clinic, and a food and clothing distribution center. Family Focus workers discovered little connection between residents and no feeling of "community"; instead they saw a low-income neighborhood where people had become dependent on being clients and consumers of public services.

Turning this around has involved a three-pronged approach: (1) training existing community center youth staff; (2) offering a nine-month lifeskills curriculum to

parents who meet in homes once a week; and (3) hiring a resource coordinator to help neighbors develop and access resources.

Youth staff training centers on the ages and stages of child development and appropriate programming. As a result, before- and after-school programs now operate; and an eight-week summer program is offered through a partnership with Spokane Parks and Recreation. Youth are also supported by an inter-generational summer reading program at the elementary school, an after-school homework helper program, and a neighborhood conflict resolution team.

Trained WSU family resource workers offer small groups of parents a 40-hour lifeskills class called *My Family Is In Focus*. Meeting in neighborhood homes, the class targets parenting, budgeting, home management, and communication skills. The resource coordinator has helped foster a growing partnership with law enforcement. COPS WEST, a grass roots community policing program, operates out of the middle school during the school year and out of a cheerful storefront building during the summer. The 20-year police veteran is now the community resource officer who teaches classes, counsels kids, serves on neighborhood task forces, and generally acts as a clearinghouse for addressing neighborhood issues.

Community Alliances: The Family Focus coalition has grown to include city officials, human service providers, educators, police, and community residents from 37 organizations. All residents, young and old, are welcome. Operating funds are driven by collaboration as well; Family Focus depends on matching dollars for their services.

Success Indicators: Many different assessment methods are utilized. Annual phone calls are made to randomly selected lifeskills class participants. Questions measure reduction of social isolation, leadership roles in the community and how time is spent in a 24-hour day. The number of community volunteers is tracked, as well as participants who return to work or school. Crime statistics and personal testimonials from adults and children are also used. Over an 18-month period, parents reported a 35 percent increase in daily time spent with children, a 38 percent increase on time spent on self-improvement activities daily, a 41 percent decrease in time parents watch TV, and a 58 percent increase in the number of parents in school or working. As stated earlier, crime is down 40 percent.



Key to Success: Marilyn Trail, WSU Family Focus team coordinator, lists many key principles and strategies: respectful partnerships with participants; the belief that families are experts on their families; programs are available to everyone without deficiency eligibility requirements. She finds that a strengths, capacities, and fun model works better than a deficit, "you need fixing" one. "We help people see that they are smart, know what they need, and that they can use their native creativity and resiliency to get it."

Section 4
Parent and Family Support

Parent and Family Support

Dramatic changes in the traditional nuclear family have led to confusion, loss of support and a diverse definition of "family" for parents in the 1990s. One can easily conclude that no family has escaped unchanged from these challenges. Schools and community partnerships know this, and many are working hard and in creative ways to expand their menu of family services.

Programs in this section describe many exciting trends in family support, and the key word appears to be "networking." From PTA Councils to school-based networking centers, schools are making it easier and easier for parents and families to come together to talk, to plan, and to get support for the hard job of parenting. In Hawaii, family support has been expanded to include three-day family retreats. Parents of youth ages 12-18 really get to spend quality time together examining communication patterns and just having fun.

Survival skills for families

PROGRAM: Parenting Education Program

CONTACT: Sharon R. Sackett
DATE Program Specialist
Anaheim Union High School District
Magnolia High School
2450 W. Ball Road
Anaheim, California 92804
(714) 220-4098

AUDIENCE: Parents/guardians of children ages 9-18

OVERVIEW: *Beginning with the premise that good parenting is good prevention, the Anaheim Union High School District began offering parenting classes in 1991. Federal prevention monies have allowed the program to expand to six school sites. Teachers, counselors, and most importantly, parents act as facilitators for the popular sessions that are offered in both English and Spanish. Parent comments range from, "You gave me hope when I thought there was none," to "The sessions saved my life."*

Planning: Eager to support families and provide practical parenting tools, the district first started offering parenting classes at a small alternative education site in 1991. Counselors, teachers, and parents requested classes at other sites, and additional state and federal prevention funds have allowed the program to expand. The creation of a full-time DATE coordinator has allowed the classes to expand and be viewed as a critical service that can be provided by a public school system.

Program Description: The program targets district parents with preteens and teens averaging 9-18 years of age; but according to coordinator Sackett, "The door is never closed to any interested parent." Titled "Survival Skills for Healthy Families," the sessions are free of charge and operate at six different sites throughout the school year.

The content for the sessions is eclectic and a composite of information gleaned from a variety of sources. Sessions address basic adolescent development, how parents can assist in enhancing their child's self-esteem, and basic communication techniques such as active listening and the use of "I" statements. Parents are also given information on protecting children from involvement with alcohol and other drugs and gangs, and on setting effective boundaries and age-appropriate limits, parent empowerment, and strengthening the family structure.

Most of the series are either five or six sessions and two to three hours in length. Sessions are offered both during the day and in the evening. An "overview" session of equal length is often used as an "appetizer" to show parents what the full series looks like. Sessions are facilitated by counselors, teachers, and parents who have previously attended the classes. Sackett has found these parent trainers a particular strength of the program. Parents learn while they attend a series and then also receive additional training when they establish their own site program. Facilitators meet periodically to discuss successes and challenges.

This training model has allowed the program to expand from one site to six. The classes are now offered in both English and Spanish at multiple sites.

Community Alliances: Community agencies and organizations help publicize and market the program. The parenting sessions are also recommended by school staffs and utilized by court-referred parents and the foster parenting program. A local community-based agency trains the Spanish facilitator. The faith community also helps publicize the program.

Special Challenges: Marketing the program to reach the families typically categorized as 'high needs' continues to challenge program planners. Until having the power to make parenting education mandatory, Coordinator Sackett believes that as the district offers more and more classes, the "word will spread."



Key to Success: Sackett cites two contributing factors to the success of the program: dedicated and caring facilitators and district commitment to the concept that parent education can "make a difference for kids, parents, the community, and the educational system."

Fun and reflection for teens and their parents

PROGRAM	Family Enrichment Wellness Retreats
CONTACT	Terry Kelly, Program Director Native Hawaiian Drug-Free Schools and Communities Program 1850 Makuakane Street Honolulu, Hawaii 96817 (808) 842-8508
AUDIENCE	Native Hawaiian families with children ages 12 years and older

OVERVIEW

A partnership of three agencies working with Native Hawaiian populations made possible four different "Malama Na 'Ohana" (Nurture the Family) Retreats. The retreats ran from three to four days and took place in culturally rich environments selected to enhance awareness and appreciation for native customs. Free and structured family activities also focused on nutrition, substance abuse prevention, physical activity, and strengthening family ties.

Planning: The Native Hawaiian Drug-Free Schools and Communities Program was started in 1987 to develop models of culturally appropriate substance abuse prevention/education activities for the over 38,000 Hawaiian or part Hawaiian public school students. Endorsing an interagency approach, this program is considered one of the main resources in the state in developing culturally sensitive training, curricula, and community programs for Native Hawaiians.

In the 1992-1993 school year the Native Hawaiian DFSC Program partnered with the Queen Lili'uokalani Children's Center and the Pacific Region Educational Laboratory to plan, conduct, and evaluate culturally infused family retreats. Nine participating families attended the first retreat in February 1993.

Program Description: Family Retreats target Queen Lili'uokalani Children's Center families with children over twelve years old. Families with adolescents and teenagers who would benefit from a stronger and closer relationship with their parents were invited to attend the retreats free of charge. Sites and settings families might not have visited were chosen. The goals of all four retreats were the same: (1) to strengthen family relationships, build trust and respect for one another, and learn more about Hawaiian heritage; (2) to promote a healthy, drug-free lifestyle; and (3) to promote the Hawaiian concept of 'ohana (extended family), aloha (compassion and kindness), lokahi (unity, agreement), kuleana (rights and responsibility), and pono (thoughtfulness and reflection).

Retreat days and evenings were divided into structured and non-structured activities facilitated or led by staff and consultants. Physical activities included archeological walks, swimming and fishing, recreational activities ranging from Hawaiian arts and crafts to family games, and cultural immersion sessions focused on discussions and demonstrations of Hawaiian history and values. Because no drugs or alcohol of any kind were permitted, families did not participate in "ritual" drinking and demonstrated that people could have a very good time without the use of chemicals.

Family activities were designed to promote opportunities for family members to understand the nature of interdependency on each other and the importance of each individual to the whole as well as the importance of self. Assets and strengths were emphasized, not deficits and weaknesses. Music, legends, and group "talking circles" brought closure to the retreats.

Subsequent to all four retreats, staff members and families were brought together to evaluate all aspects of the program. A practitioner's handbook has been developed and is available for use by any group or organization willing to utilize the retreat/group experience to strengthen families.

Community Alliances: The Hawaiian Services, Institutions, and Agencies (HSIA), the Queen Lili'uokalani Children's Center, the Native Hawaiian Drug Free Schools and Communities Program and the Pacific Region Educational Laboratory worked together to plan, design and implement the retreats. All four agencies work collaboratively on many other programs and projects with private and public agencies and organizations.

Success Indicators: Pacific Region Educational Laboratory conducted a formal evaluation that included assessing organization and administration, budget and expenditures, recruitment, design, and staff and family evaluation of the experience. Interviews and focus group discussions confirmed that major retreat goals were met; the evaluation report contains 35 pages of comments made by youth, parents, and staff. Many parents said the retreats gave them quality time to spend with their teens; time to focus on each other and to reflect on their relationship.



Key to Success: Special planning ensured that the site locations of the retreats were out of the ordinary for the families and places that promoted cultural identity and a sense of place and history. "Traditions and legends were emphasized as much as prevention," says Terry Kelly, the Native Hawaiian program director. "Our approach is clearly applicable to any cultural entity across the nation."

Connections....the ways of community

PROGRAM: Parent-Community Networking Centers (PCNC)

CONTACT: Linda Chung, Administrator
Community Education Section
State Office, Department of Education
595 Pepe'ekeo Street H-2
Honolulu, Hawaii 96825
(808) 395-9451

AUDIENCE: All students and their parents and families

OVERVIEW: *With roots going back to 1974 and the 'Ohana Center (family, cooperation, and unity), Parent-Community Networking Centers now operate in 155 schools statewide. Staffed by part-time paid parent facilitators, these centers invite parents and others to be caring of children, young people, and of one another to improve self and group esteem and to improve student academic achievement. They are located on elementary, intermediate, and high school campuses throughout Hawaii.*

Planning: Community and education activists and specialists saw the need for community networking centers in the early 1970's as migration to Hawaii caused a population explosion of 56 percent. Challenged by the rapid growth of diverse populations and one state school system, the centers were created as groups of parents and school staff came together in "dialogue workshops" that usually resulted in specific programs and services.

The work of these early centers was supported by businesses, educators, citizens, and university staff who all took a proactive role in the formal establishment of the state-supported Parent-Community Networking Centers. Six demonstration sites were formally administered through the Adult and Early Childhood Section of the Hawaii Department of Education in 1986. In 1994, there were 155 out of a total of 238 schools that have fully state-funded PCNCs. The Adult and Early Childhood Section is now called Community Education.

Program Description: Each PCNC has a different set of program components because each is designed to address the needs and goals of its individual school/community. While variety characterizes the Centers, there is a unifying and conscious effort to have community inclusion and unity in all PCNC activities. These activities may include any or all of the following: drop-in centers, parent education, literacy tutoring, after-school enrichment activities, family camps, volunteer cadres, homework centers, adult classes and workshops, family support services, food and clothing centers, education

for families of young children, and partnership with other agencies. Fun and social activities are high priorities.

Each PCNC is coordinated by a paid parent facilitator who works no more than 17 hours per week. Parent facilitators are charged with the responsibility of assessing school/community needs and developing programs to assess those needs. Facilitators typically ask parents, teachers, community members and students to help identify in this process. PCNC facilitators work directly under the direction of the school principal and are required to attend a basic training session when they first enter the program and monthly inservice sessions conducted by district PCNC facilitators and state PCNC teams.

Community Alliances: Partnerships are ongoing with traditional groups that include business, law enforcement, health and family services, PTA, and volunteer civic organizations. Additionally, PCNCs are supported by the Hawaii Department of Labor, Hawaii Community Education Association, the Department of Education School for Adults, and the University of Hawaii.

Success Indicators: Each school-site facilitator keeps monthly records of activities, the people served, and attendance at PCNC events. This information is compiled into semi-annual reports. Success indicators have been increased parent involvement and volunteerism, a greater sense of community, and improved school climate.



Key to Success: Mervlyn Kitashima, Leeward District PCNC Coordinator, lists the following unique and special strategies that contribute to PCNC success: emphasis on relationships first; school/community needs assessments; and parent facilitators who live and work in the school community. Kitashima believes PCNCs are easy to replicate. "Go back to the community. Ask questions, talk, and show that you care."

More than a once-a-month meeting

PROGRAM: Parent Involvement Council

CONTACT: Jim Longin, Assistant Superintendent
Judy Tenny, Chairperson
Sheridan County School District No. 2
620 Adair, 3rd Floor
Sheridan, Wyoming 82801
(307) 674-7405

AUDIENCE: Parent representatives from all district schools

OVERVIEW: *With one representative from each of the district's eight schools, the Parent Involvement Council demonstrates an effective communication network that meets regularly once a month. The Council goes beyond a monthly reporting of what is happening to extend to what needs to be happening to strengthen families and promote "parent enrichment rights." From interactive homework and parent support groups to encouraging team building between administration and staff, this Council is ready to help enhance family life.*

Planning: The Council evolved from a concern for more positive parental involvement with their children both at home and at school. This issue was addressed by two consecutive speakers sponsored by the Sheridan County School District No. 2. PTO representatives took the message to their parents in February and March of 1994, and with strong support from the assistant superintendent, organized the Council in April 1994. Eight representatives were chosen from one high school, one junior high school, one middle school, and four elementary schools. Through a group process of consensus building, the eight representatives identified four objectives of concern to the parents they represented.

Program Description: The four objectives each list numerous strategies for accomplishing their intent. These are summarized below:

Objective I: Increase Parental Involvement with Children at Home and School

Sample Strategies: Parents and staff co-facilitate parent seminars; arrange with employers to allow working parents to visit classrooms with no loss of work time; use volunteer parents to staff "Futures" programs at secondary schools; and use interactive homework that must be completed with parents.

Objective II: Strive toward "excellence in education" with an opportunity for each student to actualize his/her potential.

Sample Strategies: Academic and life skill alternatives to secondary students that include community mentorships; advocacy for stable funding for education at the state level; and an effort to revamp academic objectives to reflect higher academic expectations.

Objective III: District-wide parental effort to share and work together toward common goals of excellence in education and parental involvement while maintaining the individuality of each site.

Sample Strategies: Promote team building between administration and teachers; coordinate efforts to provide parenting enrichment speakers district-wide; and share ideas and resources to strengthen parent involvement.

Objective IV: Encourage community involvement with the school district's efforts.

Sample Strategies: Monthly news items highlighting different school sites in local newspapers; radio program communicating school events and issues; and mentoring or on-the-job programs for secondary students.

Success Indicators: School district funds allowed thirty parents and staff to travel to Colorado to be trained in a new parenting skill curriculum; and as a result, one or two classes are in place at each of the five elementary sites. Parent volunteers have committed to 10 hours per week at the high school "Futures" program, a career counseling project.

Special Challenges: The Council has often found it difficult to communicate ideas from their group to local school sites. To improve understanding and support between parents and administrators, Assistant Superintendent Longin is working on a guide for site-based parent groups to more effectively involve parents in the decision-making process of each site.



Key to Success: "We have a common vision," says Longin. "Working together helps us share and extend successful practices and focus on common need areas."

Section 5
U.S. Department of Education
1994-95 Drug-Free School Recognition Programs
Winning Schools
Comprehensive Programs

**U.S. Department of Education
1994-95 Drug-Free School Recognition Program
Winning Schools
Comprehensive Programs**

In 1987 the U.S. Department of Education established the recognition program to focus national attention on successful drug prevention efforts. The program was expanded in 1991 to include school safety.

The recognition program honors schools that have made outstanding progress toward meeting the National Education Goal that by the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning. Winning schools must have comprehensive plans to become or remain drug-free and must show that they have prevented or reduced disruptive behavior and acts of violence.

There were 113 winners in the 1994-95 Drug-Free School Recognition Program. Schools were judged on their success in six component areas:

- Recognizing, assessing and monitoring the problem
- Implementing, setting and enforcing a no-use policy
- Developing and implementing a drug education and prevention program
- Educating and training staff
- Promoting parent involvement and providing parent education and training
- Working with community groups and agencies

Panels of educators, parents, law enforcement officials, community representatives and program evaluators review applications and visit selected schools before making recommendations to the Secretary of Education.

Schools receive recognition for Comprehensive Programs and Noteworthy Components. There were 13 schools from the western region chosen as winning models, six schools for their comprehensive efforts in all six categories, and seven for noteworthy work in one or more components.

This section also contains four summaries of comprehensive school programs in the state of Hawaii.

Alternative school supports all students

PROGRAM: **Gateway High School**
*1994-95 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner*

CONTACT: Willie A. Thomas, Jr., Principal
1550 Herndon
Clovis, California 93611-0598
(209) 299-9777

AUDIENCE: Alternative high school students, grades 9-12

OVERVIEW: *The Clovis Unified School District provides an alternative education program to meet the individual needs of those students who are unable or unwilling to participate successfully in the traditional school environment. The Gateway School serves a total of 568 students in grades K-12; 548 are high school age. Gateway programs are designed to give students the skills they need to return to their original school or the services necessary to graduate on to higher education or the workplace.*

Planning: Gateway High School is governed by the same policies and procedures as the other schools that make up the Clovis district of 27,000 students. Students at Gateway are pupils with academic, emotional, or family difficulties, who are habitually truant or excessively absent from school, or who, for a variety of reasons, do not function well in a traditional school environment. Students represent the ethnic diversity of the district with the majority being Caucasian. Student chemical use surveys, student academic records, and annual School Assessment Review Team (SART) reports are used to develop and refine programming.

The most common problems affecting school climate at Gateway are currently identified as fights, profanity directed towards staff and other students, disruptions in the classroom, possession of cigarettes, dress code violations relating to drug-related clothing, and gang-related behavior.

Program Description: Gateway staff includes one principal, one learning director, four guidance-learning specialists, one vocational and career program coordinator, one full-time student assistance program counselor, a full-time police officer, and a psychologist and school nurse, each available 2.5 days per week. There are 37 full-time and 12 part-time teachers. Two staff members are trained in the *Survival Skills for Healthy Families* and two are trained in *True Colors*, a program that teaches about how to appreciate the different personality styles of people.

This well-rounded staff delivers prevention and school safety programs through a variety of activities and curricula. The principal holds periodic Principal Forums to encourage two-way communication with the student body and to continually inform students of expectations and current concerns. Drug awareness curricula for grades 9-12 follow other district high schools: *Here's Looking At You 2000*, *D.A.R.E.* for high school students, *"I" Can Program*, and the *"I Quit"* tobacco cessation program. Peer counseling, cross-age speakers and refusal skills teams, and positive social activities are also available.

The Student Problem and Resolving It Together Program (SPIRIT) brings together a cross section of 25-30 students who meet in homogeneous groups facilitated by community members from law enforcement, alcohol and other drug treatment agencies and community volunteers. The groups discuss campus and teen issues and ideas for dealing with them. The small groups then meet in larger heterogeneous groups to prioritize group ideas. This forum provides the students the opportunity to deal with the drug, safety, gang, and cultural issues on campus.

Community Alliances: Families and community members are involved at Gateway in numerous ways. An annual health fair attended by families, staff, and community members spotlights a variety of health and law enforcement agencies that act as referral services for students and family members. On-campus parenting and family support classes are offered, and community members and parents both serve on the School Assessment and Review Team, and the School Attendance Review Board.

Many Gateway students are on probation and there is a strong link between probation services and the school. Probation officers are on site regularly, serve on the student assistance program board, facilitate the SPIRIT program, and volunteer for co-curricular student activities.

Success Indicators: Success is measured by student grades, school attendance, district-wide student use surveys and district School Report Cards. School staff report these indicators show progress and that school disruptions are declining.

Drug prevention council includes youth and adults

PROGRAM: **Gettysburg Elementary School**

*1994-95 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner*

CONTACT: Rick Talley, Principal
2100 Gettysburg
Clovis, California 93611
(209) 292-4178

AUDIENCE: Elementary school students, grades K-6

OVERVIEW: *Gettysburg Elementary has a large student body of 720 students that is reflective of the diverse populations of California's Central Valley. The school prevention curriculum is now in its seventh year, and student support services are provided by an established student assistance program. Parents are involved in prevention work at Gettysburg year round, but especially during the fall Red Ribbon Celebration. The Clovis Drug Prevention Council rounds out the cast of supportive players in this comprehensive prevention program.*

Planning: The first district-wide survey on student drug use was conducted in 1987 with students in grades seven through 12. Based on data gathered from the survey, the Clovis district asked each school to develop a wellness and prevention plan with specific objectives and activities. A Gettysburg prevention committee reviewed available resources and selected age-appropriate materials for the school to purchase.

Program Description: The commercially available *Here's Looking At You 2000* program is used in all six grades. The Clovis Police Department, through their school resource department, teaches *D.A.R.E.* to all fifth- and sixth-graders. Gettysburg kindergartners and first-graders receive the *McGruff* prevention program. Prevention and health lessons are also integrated in life science and social studies units.

There are numerous opportunities for student leadership, peer helping, and cross-age teaching at Gettysburg. Students of all ability and participation levels serve on the Clovis Drug Prevention Council. This council plans the all-county Red Ribbon Week rally and specific prevention activities at each site. There are currently eight peer helpers who assist other students in academics and school transitions. Clovis area high school students meet with upper grade high-needs students for individual and small group interaction.

Parent education and involvement is a critical component of the drug awareness program. Gettysburg parents plan the annual Parent's Night Drug Awareness Evening that kicks off the fall Red Ribbon Week Celebration. They also do community fundraising and select local television personalities to emcee the Red Ribbon Rally at California State University's stadium. Gettysburg parents also take advantage of district-sponsored family wellness programs and parenting classes.

Community Alliances: Program support comes from an extensive list of community resources. Clovis Unified Schools has its own Health and Wellness Resource Center that provides the school with a wide variety of community health services. Inter-agency cooperation and resource sharing is further promoted through the school nurse and school psychologist. The Clovis Drug Prevention Council is the coalition of youth and adults from public and private organizations. Three Gettysburg students, a parent representative and one teacher currently serve on the council. Council projects include the family wellness training, community awareness newsletters, a prevention teen theater for elementary students, and parent drug awareness calendars. Involvement with law enforcement has been mentioned above.

Success Indicators: In the spring of 1993, random surveys were administered to seventh- through 12th-grade students in the Clovis district. The survey indicated a reduction in use; many of these students were Gettysburg students. No Gettysburg students have been expelled since the school was opened seven years ago.

Collaboration improves school climate

PROGRAM: **Weldon Elementary School**
*1994-95 U.S. Department of Education
Drug-Free Recognition Program
Noteworthy Component Winner*

CONTACT: George Thornburg, Principal
150 DeWitt Avenue
Clovis, California 93612
(209) 299-2191

AUDIENCE: Elementary school students, grades K-6

OVERVIEW: *Weldon Elementary School is located in the Central San Joaquin Valley. Part of the district includes portions of the nearby city of Fresno, one of the fastest growing California towns. Previously rural in nature, recent land development has created an increasingly diverse student population. Weldon School staff are mobilized around providing a safe environment that reinforces positive youth development, prevents tobacco, alcohol and other drug use and reduces student conflict on campus. Weldon Elementary has received recognition in three components: (1) implementing, setting, and enforcing a no-use policy; (2) promoting parent involvement and providing parent education and training; and (3) working with community groups and agencies.*

Implementing, Setting, and Enforcing a No-Use Policy: In June of 1994, the Clovis Unified School District adopted a Zero Tolerance Policy regarding tobacco, alcohol and other drug offenses. All infractions are documented on standardized referral forms. When infractions occur, an administrator meets with the student, parent, and teacher to determine proper intervention. An action plan is filed in the school office. When necessary, students may be referred to the school Child Study Team.

Posted school rules and student responsibilities have contributed to the safe campus. School aides make periodic unannounced classroom inspections and exemplary rooms get added incentives and recognition on a cafeteria bulletin board. Every Monday morning every child in the school participates in a quick cleanup of the school grounds. A safe school climate is also enhanced by local law enforcement; Clovis schools have their own police department to assist upon request and to provide additional security when needed.

Promoting Parent Involvement and Providing Parent Education and Training: Weldon Elementary enjoys a high level of parent involvement. A district parent handbook provides specific tobacco, alcohol, and other drug information as well as the printed school policy. Each child is provided a

calendar with anti-substance use and abuse messages reflected in student art. Newsletters keep the parent community informed about coming activities and support services.

The Clovis district offers a family wellness program and the number of Weldon parents taking the class typically averages between 20 and 30. The class consists of a twelve-hour course presented in six two-hour sessions. Topics include: parents and children in healthy families; healthy family relationships; child growth and change; solving family problems; and the youth challenges of sex and drugs.

Family attendance at prevention activities is high. Hundreds of Weldon parents participate in the annual week-long Red Ribbon Celebration and line the streets at annual parades. Parents also participate in more traditional school activities such as the School Assessment Review Team, Parent Club, and various school volunteer programs. Parents and school staff both believe that student behavior and responsibility have improved over the past few years as parents have become more and more visible on campus. Parent networking is a high priority.

Working with Community Groups and Agencies: The School Assessment Review Team contains representatives from the Weldon staff, parents, students and community members. A school improvement plan called "Goalsharing" is used with these shareholders to develop and implement needed school programs. Safety, communications, academics, and technology are just some of the committees that work under this collaborative umbrella.

A district Health and Wellness office is another community partner and offers smoking cessation classes and health awareness resources. The Clovis school police department provides additional assistance to Weldon when required. Discipline records indicate a reduction in suspensions, and academic performance on standardized testing has improved consistently over the past three years. Both school personnel and parents alike attribute much of this improvement to strong collaborative partnerships.

School-based health services help school connect with more families

PROGRAM: **Temperance Kutner Elementary School**
*1994-95 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner*

CONTACT: Ginger Thomas, Principal
1448 N. Armstrong Avenue
Fresno, California 93727
(209) 251-8201

AUDIENCE: Elementary school students, grades pre-K-6

OVERVIEW: *Located in the California's Central Valley, Temperance Kutner, or T-K, is considered one of the last of the "country" schools in the district because it is located in a large and predominantly agricultural area. The school population is increasingly diverse with primarily Caucasian, Hispanic, and Asian/Pacific Islander representation. A recent emphasis on providing more health care and social services through the school has strengthened family and school ties and enhanced the T-K prevention program.*

Planning: Monitored by a site case management team, the prevention program at T-K began in the late '80s with an emphasis on curriculum, prevention activities, intervention strategies, staff training, and parent/community involvement. Extensive student, parent, staff, and community surveys in 1993 and 1994 identified gaps in services and have since been used to direct and modify program planning. Survey results indicated that counseling services related to tobacco, alcohol, and other drugs, and violence and gang prevention were among the family services most desired by survey participants.

Program Description: T-K's site-based prevention education program is in its fifth year. All students in all classes are given prevention curricula through *Here's Looking At You 2000*, *D.A.R.E.*, and *McGruff*. Special programs target specific grades. Students in early primary grades also receive self-esteem building lessons while sixth-grade students are given a supplementary tobacco prevention curriculum. Each school staff member participates in the Adopt-A-Student Program and is matched with one high-needs student for the entire school year.

Student leadership and peer helping opportunities are readily available. Reading Buddies matches upper grade students with lower grade students. Students also participate in a program to introduce new students to the school.

and often help fellow athletes practice during recess breaks. An active Student Drug Prevention Council designs and implements prevention activities throughout the year. An ongoing drug awareness comic strip contest involves students at all levels.

Parents are active partners at T-K in many ways. The district "Goalsharing" program focuses on the parent, student and teacher as collaborators in the student's individual goals, development of learning strategies and monitoring of productivity. This program is designed to serve as a safety net for high-needs students who are then referred to school-linked services. Parents also participate in the district-offered family wellness program, a series of classes designed to foster better understanding of parenting issues. T-K parents are joining these classes in higher numbers due to bilingual facilitators and personal phone calls from school staff.

Community Alliances: Many local and district resources are available to the Temperance Kutner community. School safety is strengthened by collaboration between school police and county sheriff and Clovis police officials. A gang suppression unit works closely in the neighborhood. The school student assistance program works with community agency representatives to schedule intervention services. Health clinics are held quarterly on the school site utilizing additional community resources. Immunizations and physical exams are given, as well as dental care. Local businesses round out the collaboration with donations and support for seasonal prevention activities.

Success Indicators: Temperance Kutner has experienced less than three known incidents of substance use. Parent and community participation in school-sponsored prevention activities has risen in the last three years, and student-to-student conflict is diminishing since the implementation of additional support services.

Responsibility for self and kindness to others promotes a more peaceful campus

PROGRAM: **Walnut Elementary School**
*1994-95 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner*

CONTACT: Brad Baker, Principal
581 Dena Drive
Newbury Park, California 91320
(805) 498-3608

AUDIENCE: Elementary age students, grades K-6

OVERVIEW: *Fifty miles northwest of the Los Angeles Civic Center, the Conejo Valley is a suburban community of mostly commuters. The school of 497 students works hard to involve students in their learning through academic and discipline programs that encourage taking personal responsibility for one's actions. In the last seven years the comprehensive prevention program has stressed student success in learning, appropriate behaviors at school and helping self and others. Student behavior infractions have decreased, student grades have increased and regular school attendance is at the 99 percent level.*

Planning: Several sources are used to determine the nature and extent of chemical use and violence. State surveys beginning in 1981 provide an ongoing evaluation of trends in drug usage. Over 53 percent of secondary students surveyed stated that they had used alcohol by the age of 11. Discipline records and Student Study Team referrals are also reviewed. In assessing these statistics seven years ago, Walnut School staff became very concerned with the rising numbers of student referrals, a less caring attitude about others, and apparent drug experimentation. The staff dedicated itself to changing this climate and many new programs were initiated. At the present time, the most serious school climate problems are those stemming from the surrounding community: gang and gang-like activity and some expulsions at the high school level for weapon possession.

Program Description: The *QUEST* curriculum programs *Skills for Growing* (grades K-5) and *Skills for Adolescents* (grade 6) are taught throughout the year. The programs have age-appropriate instruction and activities for students with follow-up activities as well as projects that involve parents, community members, and other adults and peers.

Since spring 1987, younger students in grades K-3 are eligible to participate in the *Primary Intervention Program*, a California early mental health initiative (see a more detailed description in the Student Assistance section of this publication). Students identified with school adjustment problems are screened to determine their level of risk for developing learning, behavioral, or emotional problems. Selected students participate in weekly one-on-one sessions with specially trained child development resource aides.

Walnut provides many positive activities, recognition, and awards to all students. Over 50 students participate in Student Council where they have helped develop rules for specific playground equipment and help teachers select monthly school themes such as "responsibility" and "respect." The school Student Buddy Program matches upper-grade students with younger ones.

Parents are offered parenting classes and evening events such as Math Family Night, Science Family Night, *QUEST* parent meetings, and seasonal prevention activities centered around Red Ribbon Week. A strong cadre of non-working parents are considered the "extra pair of hands, ears, and eyes" at the school and Walnut staff believe that the entire campus atmosphere has improved and become safer because of their presence.

Community Alliances: Collaborative relationships exist with many community agencies and organizations. Three relatively close universities and one community college provide teacher candidates that student teach at Walnut. A local pharmaceutical company provides the services of over 26 scientists who work with Walnut teachers and students. The *Primary Intervention Program* ensures a close relationship with county mental health services, and local businesses provide financial support for Red Ribbon Week.

Success Indicators: A variety of informal and formal assessments are used to document the success of the Walnut programs. Beginning with the youngest children, the results of the *Primary Intervention Program* have been consistently favorable for each of the seven years it has been in existence at Walnut. Children show significant improvement in areas such as frustration tolerance, assertiveness, task orientation and social/peer interactions. Teacher evaluations of *QUEST* follow-up activities indicate that students are becoming more proficient at problem solving to resolve conflicts and understand the emotional and social impact of substance abuse. Discipline statistics show a decrease in discipline reports filed and no student expulsions for several years.

Community policing and community networking are making a difference

PROGRAM: **Taft Elementary School**
*1994-95 U.S. Department of Education
Drug-Free School Recognition Program
Noteworthy Component Winner*

CONTACT: Nancy Schultz, Principal
903 Tenth Avenue
Redwood City, California 94063
(415) 369-2589

AUDIENCE: Elementary school students, grades pre-K-5

OVERVIEW: *Located in the Friendly Acres neighborhood of Redwood City, this northern California community has historically been home to newcomers, immigrants, and first-time home buyers. School personnel describe it as a "community on the edge, poised to slip either into further urban decay or rebound as a strong and resilient neighborhood." One strength working to make the second choice the likely reality is a strong partnership between Taft School and its residents. Because of this, Taft has received Noteworthy Component Recognition for "Working with Community Groups and Agencies."*

Working with Community Groups and Agencies: The community has always looked to Taft School as the focal point. The area is challenged by hard-to-access social services, few recreational sites, and no nearby health facilities.

In 1990, an incident involving a recess game of "El Toro" or bullfighting where two children were playing with discarded hypodermic needles, catapulted the school and community into the development of a joint prevention partnership. A Drug-Free Zone around the school was established and monthly neighborhood meetings began. The fall 1994 annual meeting identified five areas of ongoing concern: education; crime and safety; beautification; communication; and traffic.

The South County Coalition, funded by the joint cities and school districts of Redwood City and San Mateo, provides community mobilization support for substance abuse programs. The Coalition has also been instrumental in helping the school develop a Block Parent safety program. A private health care provider in collaboration with the county health department provided physical examinations and immunizations at Taft School registrations before the start of school this year. And in 1993, the school entered into a multiple

agency Healthy Start Collaborative Task Force to coordinate on-site, school-linked health and human services for the Taft School/Friendly Acres Neighborhood.

Redwood City's Community Policing Division provides support to Taft School through various avenues. Two officers are assigned full time to the school and the surrounding neighborhood. The officers meet with each fourth- and fifth-grade class and make bilingual presentations on the dangers of gang involvement. "Get Acquainted" meetings are conducted with all Taft classes, and the officers additionally meet with the PTA and "Grupo de Padres" to help educate parents on a variety of issues related to community and child safety.

Drug needles are now absent on the school grounds at Taft. The problem of graffiti has been eliminated thanks to the community police officer's persistence, surveillance, and teen diversion. Community members report feeling a greater sense of safety, and there have been no reported incidents of student tobacco, alcohol, or other drug-related offenses on campus in the last four years.

Be kind to others and self

- PROGRAM:** **Savannah School**
*1994-95 U. S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner*
- CONTACT:** Georgianna Donnelly, Principal
3720 N. Rio Hondo Avenue
Rosemead, California 91770
(818) 443-4015
- AUDIENCE:** Elementary school students, grades pre-K-6

OVERVIEW: *Located in the middle of the San Gabriel Valley east of Los Angeles, Savannah School sits on the border of two well-known gang territories. Drive-by shootings and random violence are not uncommon occurrences for the 671 students who attend this school. Working hard to create a safe atmosphere that promotes inclusion of all races and responsibility for one's actions, Savannah staff have increased efforts to give children more say in what happens at school and more practice in resolving conflict peacefully.*

Planning: State student use and behavior surveys and informal assessments from the School Site Council and Student Council indicated that making positive choices was not a popular decision among students. Savannah staff were experiencing increased fighting, vandalism and graffiti on weekends. Name calling was also a significant problem on the playgrounds, and children were increasingly grouping themselves along racial lines.

Members of the school community began to look more carefully at causes and to seek solutions that did not involve administering more punishment. A new drug prevention program was chosen to emphasize making positive, healthy choices. A Student Council program was also established under the guidance of the Drug, Alcohol, Tobacco and Education Program (DATE).

Program Description: The *Positive Action* drug prevention curriculum (see *Sharing Your Success, Volume 2*) was chosen and teachers were trained to use the materials in every class on a daily basis. The program, in addition to promoting a strong no-use message, rewards children for making good choices and for having positive "codes of conduct" for treating others. Students in grades four through six receive additional instruction from the curricula, *Here's Looking at You 2000* and *Alert*. All sixth-graders complete a 15-week anti-gang and drug prevention curriculum taught by a local juvenile-diversion counselor.

Once a week there is a school-wide *Positive Action* assembly that introduces or reinforces weekly lessons. All students, but especially those with high needs, are encouraged to participate in the Student Council. Each week this group is asked to select two classes that demonstrate positive and responsible group behavior, and each year a different class is in charge of Red Ribbon Week.

Cross-age buddies are encouraged and used for tutoring in reading and for field trips. In January 1995 Savannah staff began training peer helpers in conflict resolution techniques.

Parents are welcomed to the school with a specially designated parent room with video and print materials in both English and Spanish. Various parenting classes are offered throughout the year, including the eight-week *Spanish Parent Empowering Program*. Parent and family activities are included in many of the prevention lessons.

Community Alliances: Through the school Student Study Team, Savannah personnel frequently call on community resources for information and referrals. The Parks and Rec Department helps provide after-school activities, and a community Youth Effective System made up of city and school officials, law enforcement and business is working to address family and student needs. Multicultural conflict resolution is a high priority for the entire Rosemead community.

Success Indicators: According to school officials, the number of referrals for discipline and referrals for repeated offenses have dramatically decreased in the last three years. There are now more referrals in the "prevention" category than in the categories "intervention" or "crisis."

Savannah teachers also say that students now talk openly about school pride and that they enjoyed being recognized for achieving their goals.

School and law enforcement partnership determined by specific needs

PROGRAM: **Rio Vista Elementary School**
*1994-95 U.S. Department of Education
Drug-Free Recognition Program
Noteworthy Component Winner*

CONTACT: Duncen De Bruhl, Principal
1451 N. California Street
San Bernardino, California 92411
(909) 388-6450

AUDIENCE: Elementary school age students, grades K-5

OVERVIEW: *The Rio Vista Elementary School demonstrates the highest concentration of violent crime in the city of San Bernardino. Many of these crimes are associated with gangs and drug activity. Working closely with the local Gang and Drug Task Force, a community partnership has been established to provide a safety net for youth. Driving the creation of support services are local surveys. Rio Vista Elementary School has recognition in the component, "Recognizing, Assessing, and Monitoring the Problem."*

Recognizing, Assessing, and Monitoring the Problem: In 1993 the San Bernardino Gang and Drug Task Force was established to improve the availability of support services, relationships, and resources for the children and the community of Rio Vista. A sub-group of the task force, the Operations Committee, became the driving force in the development of the Rio Vista Community Partnership.

This partnership consists of city and county school districts, the Police and Sheriff's departments, the County Board of Supervisors, the Probation, Social Welfare, and Public Health departments, community leaders and members, and the Rio Vista school principal.

A survey developed by California State University was given to agencies, parents, students and Rio Vista school staff. The survey questioned 429 residents, 240 students, 78 teachers and 38 police officers. The following prevention and intervention components have been designed around the survey results: (1) the formation of a community advisory committee; (2) the creation of a school anti-gang/anti-drug summer program with early intervention for preschool through grade five; (3) the creation of a summer/year-round "Pro-Teach Youth Tutor Program" for ages 11-14 to interest and train children of color in the teaching profession; (4) the closing of two neighborhood "drug houses"; (5) the development of the first

community after-school program; (6) an increase in jobs for community members; (7) community "Clean-Up Days;" and (8) Safe Routes to Safe Houses.

All programs are meeting with enthusiasm from both community members and the community police personnel assigned to the neighborhood. The first summer school held classes for 250 children. A pre-kindergarten summer program gave very young children readiness skills for the fall.

The after-school programs run until 5:00 p.m. Students are supervised by city parks and recreation employees and receive snacks, help with homework, and playtime. On Tuesdays and Thursdays a one-hour, after-school preschool reading program in the school library encourages parents to read to their children.

Assessment results have also led to the development of a school conflict resolution and behavior modification program, a schoolwork completion program, and the "Clockwatchers Club" designed to improve attendance and punctuality for students who have not attended school regularly.

All of these new programs, based in careful assessment, are beginning to show results and success. Behavior referrals are down, parent participation is up, and police are encouraged by a more violence-free atmosphere in the Rio Vista community. "This is just the beginning," says San Bernardino police Sergeant Dick Rice. "This can go anywhere it needs to go."

Community partnerships include higher education and police

PROGRAM: **Ala Wai Elementary School**
*1994-95 U.S. Department of Education
Drug-Free School Recognition Program
Noteworthy Component Winner*

CONTACT: Judith Saranchock, Principal
503 Kamoku Street
Honolulu, Hawaii 96826
(808) 973-0070

AUDIENCE: Elementary school age students, grades K-6

OVERVIEW: *Ala Wai has a very high turnover rate each year. Students enrolled in the English as a second language program number 210. Because many of the youth are challenged by their economic circumstances, Ala Wai works hard to provide stable and positive adult role models and to increase student self-esteem. The school works very closely with community agencies and with the Honolulu Police Department. Ala Wai has been selected as a Noteworthy Component winner in the category "Working With Community Groups and Agencies."*

Working with Community Groups and Agencies: Ala Wai and their many community partners coordinate and provide many family support services to their parent population. The school-based Parent Community Networking Center (PCNC) coordinator works with parents, teachers, and counselors to design parenting sessions and interactive lessons involving the entire family, and acts as an available parent advocate for whatever is needed. Many parents take advantage of the before- and after-school, state-sponsored A+ program that gives children meals and recreational social activities in addition to academic tutoring.

Community services that offer medical care, including treatment for alcohol and other drug use and dependency, are frequently accessed by Ala Wai families. The school works closely with these groups to provide services for the foreign student population that has difficulty by accessing available resources.

Law enforcement is very involved with the campus both in prevention activities and in community policing. Police officers are on campus for 17 weeks presenting the *D.A.R.E.* curriculum to fifth-grade students. The Honolulu Police Department Drug and Gang unit also makes frequent presentations to students and parents. Additionally, law enforcement

representatives provide assistance with the Junior Police Officer program and the Neighborhood Watch patrol.

At the beginning of the 1994 school year, Ala Wai entered into a unique partnership with the University of Hawaii called the Philosophy for Children Program. This program is designed to provide positive adult role models for students and thereby helps foster a more caring and nurturing environment. Five Masters of Education Teachers (METs) learn and work with Ala Wai teachers, students, and University professors and bring new ideas and innovative teacher training methods directly into the classroom.

Character education joins prevention in producing results

PROGRAM **Kaneohe Elementary School**
*1994-95 U.S. Department of Education
Drug-Free School Recognition Program
Comprehensive Program Winner*

CONTACT Mitchell Otani, Principal
45-495 Kamehameha Highway
Kaneohe, Hawaii 96744
(808) 233-5633

AUDIENCE: Elementary age students, grades pre-K-6

OVERVIEW: *Kaneohe Elementary School (KES) is located on the Windward side of Oahu and is surrounded by middle- to low-income families. Twenty-seven percent of the 550 students do not live in homes with two parents. The 61 staff members of KES have joined in several partnerships with parent volunteers and community members to provide a wide range of learning and prevention opportunities for students. Through these programs a tradition of academic achievement has been maintained. School success in prevention programming has also been consistent. There has been a documented reduction in high-risk behavior, and there have been no tobacco, alcohol, and other drug policy violations in the last three years.*

Planning: Every two years, KES sixth-graders participate in the Hawaii Student Alcohol and Drug Use Survey. The survey investigates chemical use, unhealthy behavior, knowledge of someone close to the students who has a drinking or drug problem, and the impact of drug education on youth.

The KES prevention cadre use these assessment results to fine tune a prevention program that has been in existence since 1987. Recent issues targeted have been: increasing student awareness and education of inhalants and steroids, and increasing services and programs for high-needs students.

Program Description: The KES prevention program is designed to not only provide a solid information base about chemicals and their effects on the body, but to also provide children with healthy activities and the counseling and discipline programs necessary in teaching them sound decisionmaking skills. A variety of drug prevention curricula are used in an attempt to reach students at various ages and stages of development.

Primary grade students receive the *McGruff* drug and crime program as well as the *Discover Series* that focuses on self-concept. Students in grades four

through six have sessions from *Here's Looking At You 2000* and *D.A.R.E. Success Through Accepting Responsibility* or *S.T.A.R.* is a school-wide character education program that rewards students who demonstrate specific character traits such as "Being on Time." Students are recognized on a monthly basis and every student in the school is recognized sometime during the year.

Guidance lessons allow teachers to deal with child's self-esteem, conflict resolution, and peer pressure. Problem-solving and decisionmaking skills are practiced at all times in all subject areas.

Various activities promote healthy alternatives and provide leadership skills. On a weekly basis, students produce a closed-circuit broadcast that is viewed school-wide and portrays drug-free messages through skits and announcements. There are over 68 students who serve on the Student Council, and student representatives also serve on the school drug committee with teachers and community members.

Community Alliances: Parent participation is promoted through organized Parent-Child Interactive Activities such as reading and crafts and annual events such as family breakfasts. Support from public and private agencies and organizations is also strong. A representative from McDonald's Kaneohe serves on the drug cadre and attends monthly meetings, and community health services are points of referral for families in need. Law enforcement personnel provide *D.A.R.E.* instructors, facilitate the Junior Police Officer program, and present awareness information to both students and parents.

Success Indicators: Statistics from the annual drug surveys demonstrate the effectiveness of KES prevention programs. From 1989 to 1993 the percentage of students learning about drugs and their harmful effects in school increased 11 percent. There has been a 13 percent decrease in behavior considered "at risk." Healthy alternatives to alcohol and other drug use and refusal skill knowledge has increased by 4 percent. There have been no violations of school drug policy in three years, and achievement and attendance rates remain high.

The village continues to grow

PROGRAM: **Wood River Middle School**
*1994-95 U.S. Department of Education
Drug-Free Recognition Program
Noteworthy Component Winner*

CONTACT: Charles R. Turner, Principal
520 3rd Avenue South
P.O. Box 1088
Hailey, Idaho 83333
(208) 788-3523

AUDIENCE: Students in grades seven and eight

OVERVIEW: *Located very near the ski resort, Sun Valley, Hailey is a typical resort town with significant disparities in lifestyles and abilities among the student population. Since 1985, a community group called Families in Action has been working with the district substance abuse committee to provide prevention and intervention services. Through the years this private/public partnership has evolved into a variety of task forces providing a variety of services. Wood River Middle School has been selected as a Noteworthy Component school in "Working with Community Groups and Agencies."*

Working with Community Groups and Agencies: The successes and partnerships of the mid-eighties can now be seen in the Inter-Agency Task Force. This task force includes representatives from the schools, police department, county health, welfare, and public health departments, hospitals, the Senior Center, and the Women's Resource Center. Wood River Middle School staff members actively participate on the sub-committees of Injury Prevention, Suicide Prevention, Teen Pregnancy Prevention, and Child Abuse Prevention.

The Inter-Agency Task Force and its committees use community needs assessment and forums in developing their services and activities. A 1994 Town Hall Meeting during Red Ribbon Week was one such valuable forum. As a result, agencies and community members played a more significant role in planning and implementing the annual high school Health Resources Fair. The forum also pointed to the need for more student involvement in prevention programs; this year's Health Resources Fair was almost exclusively planned and run by health students from both the middle and the high school.

Local agencies play important roles in onsite student services. Wood River's student assistant program IMPACT team works with probation officers and case workers from the Department of Health and Welfare in planning

effective intervention strategies. The Public Health Department officials speak on nutrition and health issues, and local doctors and health technicians provide free spinal testing, sex education, and discounted physical exams for athletic participation.

Law enforcement involvement is high. A local police sergeant has served on the Drug-Free Schools Advisory committee for five consecutive years. Another police officer is a peer helper trainer for the schools *Natural Helpers* program and police have recently formed a Police Activities League (P.A.L.) to provide after-school and vacation break recreation programs. Wood River has the benefit of a school resource officer who serves as the school/police liaison for investigations, and intervention and counseling services.

Wood River staff consider community involvement the strongest component of the school prevention program. From purchasing prevention curricula and providing resources for student assistance training, to creating after-school positive activities, the Hailey community has contributed significant strength.

Strong no-use messages and strong community support

PROGRAM: **Belgrade High School**
*1994-95 U.S. Department of Education
Drug-Free School Recognition Program
Noteworthy Component Winner*

CONTACT: Tom Nau, Principal
P.O. Box 166
Belgrade, Montana 59714
(406) 388-6862

AUDIENCE: Secondary school students, grades 9-12

OVERVIEW: *Many of the 517 students at Belgrade are new residents to the Gallatin Valley, eight miles from Bozeman. They arrived with families who believed by moving to a small town they would avoid many of the problems associated with urban areas. But the children of Belgrade are like children most everywhere; they too are challenged by adolescent alcohol and marijuana use and early sexual activity. The primary focus at Belgrade High School is on intervention through a student assistance program. Students who choose to remain chemical free are supported by a very active Montana Teen Institute program and an athletic program that is well trained in recognizing tobacco, alcohol, and other drug use among student athletes. Belgrade has received recognition for the Noteworthy Component—"Working with Community Groups and Agencies."*

Working with Community Groups and Agencies: Parents and community members collaborate in many activities and programs to provide needed youth services. Community people are involved with the CORE Team that oversees the drug education and intervention program for the entire district. This team helps review and select prevention curricula and tracks assessment data used in program planning.

Increased cooperation between law enforcement, the justice system, and the schools has resulted in a more efficient use of the already existing student program. Youth probation, district, youth, and county courts are now actively referring Belgrade students back to the school-based SAP. Previously the student referral system was under-utilized; but last year there were 30 students recommended to school-based Insight Classes, self-evaluation sessions where youth examine personal and family use.

A county health nurse visits the high school once a week and addresses medical issues referred to her by the student assistance coordinator. Local

nutritionists present eating disorder workshops to small groups of ninth- and tenth-grade girls and to the larger student body as well.

Belgrade school personnel realize the importance of helping kids find employment and work closely with the business community through an on-the-job-training program. Targeted specifically for those youth at risk of leaving school early, the program enables students to attend core classes on campus and work part-time. A school-based job coach works with employers to offer life skills training and provide close follow-up.

Local law enforcement officials also support school efforts in various ways. Every year they help the Montana Teen Institute (MTI) students plan specific events. Events have included staging mock roll-over DUI accidents and helping to raise community funds to help pay for video cameras used in making drunk driving arrests. Police also participate with Belgrade teachers in staff training and serve as members of the school student assistance team.

Parent and community support for changing school norms has resulted in revising school policy concerning attendance and serious offenses involving physical abuse of staff and other students, and weapons possession. The strong no-use message of these policies is beginning to hit home. Fewer parents are sponsoring end-of-the-season kegger parties and more students are attending the Senior Sober graduation celebration. Police are also writing more Minor In Possession tickets. Belgrade has not had a student killed or injured in a youth drinking-related accident in over 10 years.

Helping kids transition to being healthy and productive citizens

PROGRAM: **Kalispell Junior High School**
*1994-95 U.S. Department of Education
Drug-Free School Recognition Program
Noteworthy Component Winner*

CONTACT: Patrick Feeley, Principal
205 Northwest Lane
Kalispell, Montana 59901
(406) 756-5030

AUDIENCE: Secondary students in grades eight and nine

OVERVIEW: *Kalispell Junior High is located in the heart of the Flathead Valley and serves a student population of approximately 335 eighth-grade and 580 ninth-grade students. While the eighth-graders come from nearby Kalispell schools, the ninth-graders come from over 10 separate school districts ranging from as few as six to 90 students. Sixty percent of the student body is new each fall; this transition can often cause a tense situation as more and more people discover this city so close to Glacier National Park. Parents are helping to make this transition a little easier. As a result, Kalispell Junior High has been selected for Noteworthy Component recognition in "Promoting Parent Involvement and Providing Parent Education and Training."*

Promoting Parent Involvement and Providing Parent Education and Training: The need for a tobacco, alcohol, and other drug prevention program was recognized by parents, community members, and school personnel almost sixteen years ago. In 1978, the Minneapolis, Minnesota organization, Community Intervention, began to work with newly formed prevention partnerships throughout Montana. Kalispell was one of these communities. In 1978 Community Intervention trained the first group, Kalispell substance abuse task force, in a five-day prevention/intervention model.

This training continues to be offered twice a year to Kalispell and nearby area residents. Parents continue to participate. As a result, parent support and involvement in prevention programs and student support services remains high.

In addition to these annual prevention trainings, parenting skills workshops for children, including infants through teenagers, are provided by The Nurturing Center and Flathead Council for Families. The Flathead Chemical

Dependency Center and local treatment providers are available intervention resources. Parents, as members of the American Association of University Women, sponsor the self-esteem building program "*Expanding Your Horizon*" for girls ages six through 12.

Parent involvement and persistence have resulted in the recent creation of a Community Network for Youth. Over 1,000 parents and community members came together for an evening overview of youth issues and trends in youth alcohol and other drug use. They joined together in a parent communication network where family standards on curfew and chaperoning are publicly acknowledged and shared. Over 2,000 Parent Network Directories have been distributed to school parents.

Another example of parent involvement can be found in efforts to change community norms and provide more positive youth activities. Over 20 businesses have stopped having open bars at their employee-family gatherings and the local Rotary Club recently sponsored basketball for approximately 230 students and 500 parents. Parents are also staying involved at the policy-making level. Over 25 parents serve on the community prevention task force and on the Kalispell Drug-Free School Advisory Board. Out of 100 students who went through the discipline process at Kalispell Junior High this year, only two families were not supportive of the enforced discipline action.

High expectations and parental support

PROGRAM	Aikahi Elementary School
CONTACT	Roberta Tokumaru, Principal 281 Ilihau Street Kailua, Hawaii 96734 (808) 254-3805
AUDIENCE	Elementary school age students, grades K-6

OVERVIEW

Fifty percent of the students at Aikahi come from dual-income households; unemployment among the heads of households is low and more than 30 percent of the parents have attended college. Parents place high expectations on the school and its curriculum and play an active role in prevention and school safety programs. When gang activities, drug dealing, and on-campus teen vandalism started increasing, parents and police organized "Community Drive-Through Programs" whereby parents would drive through the school's parking lot in the evenings and the weekends. All suspicious activities were reported to the police and vandalism and graffiti was reduced almost to zero.

Planning: The Aikahi prevention program began formally in 1990. A school Drug Cadre comprised of teachers from each grade level, parents, and administrators uses student drug use surveys, school data, discipline referrals and school incident reports to evaluate and plan prevention strategies. A high emphasis is placed on all-faculty training.

Program Description: Aikahi's mission is to educate and develop the whole child while providing a nurturing and supportive climate. The school's drug prevention program is based on this concept. From kindergarten through grade-six, children learn coping skills, solving problems peacefully, and understanding self and others through a locally developed program, "Peace Begins With Me." This program is supplemented in each grade by additional state and nationally produced curricula that are usually infused into content areas. The Honolulu Police Department teaches *D.A.R.E.* for a full semester and sixth-grade students receive a curriculum specifically targeting the prevention of the gateway drugs—alcohol, tobacco, and marijuana.

School Leadership Camps are offered to students in grades four to six. In place for 12 years, the camp trains youth in skills to plan and conduct meetings and carry out activities in which the entire school or selected grade levels participate. A Junior Police Officer program involves 50 students from grades five and six. A Big Brother/Big Sister program was initiated in 1992 for older students to read to, tutor, and mentor younger students.

Since 1992 the total faculty at Aikahi have received training in the following: building self-esteem; infusing prevention into existing curriculum; identifying and teaching fetal alcohol syndrome children; preventing drug use; and identifying children at risk.

The Aikahi Parent Community Networking Center (PCNC) offers parents a place to network, attend special workshops and to plan family fun events and activities. Over 900 families attended a family potluck dinner and an average of 50-100 regularly attend classes ranging from storytelling to CPR. Aikahi parents plan and implement an Wellness Fair and have started a school-wide "Read to Me" program with the PTSA.

Community Alliances: Aikahi's principal has established a close working relationship with community leaders. The local Parks and Recreation Board, Aikahi Shopping Center Merchants, and the Honolulu Police Department are active partners with the school. The neighboring Marine Corps Base Hawaii has adopted the Aikahi and provides tutors and a weekly physical fitness program called "Kid Fit." The Aikahi playground, adjacent to the school, is a public park. Students can go directly to the park from school for after-school craft and recreational programs. A program called Today's New Teens (TNT) provides pre-teens with anti-drug and anti-gang activities.

Success Indicators: The results of the 1993-94 state Alcohol and Drug Use Survey showed that drug use decreased by 4 percent and that alcohol use decreased by 3 percent. During the past four years there have been no Class A or Class B offenses at Aikahi. Daily attendance is a constant 95 percent.

School staff believe that the stability and cohesiveness of the staff and administration help create an environment in which students can learn to cope with, rather than seek escape from the stresses and disappointments of life. Prevention programming is designed to help students thrive socially, emotionally, physically, and academically.

Character education and integrated support

PROGRAM Kapunahala Elementary School:

CONTACT Myrna Nishihara, Principal
45-828 Anoi Road
Kaneohe, Hawaii 96744
(808) 233-5650

AUDIENCE: Elementary school-age students, grades K-6

OVERVIEW: *Kapunahala is the center of learning for a diverse group of 630 children. The school is located in a suburban area on the island of Oahu. A comprehensive program addressing the needs of the total child has been in place since 1992. A combination of character education, alcohol and other drug prevention, and many positive activities for youth involvement has helped Kapunahala receive recognition as Windward District's Outstanding School, a National Blue Ribbon School, and as one of Redbook magazine's "America's Best Schools."*

Planning: Kapunahala uses formal and informal surveys, observations and referrals, and teacher and parent input to assess prevention and school safety issues. In 1992, the School Community-Based Management Wellness Task Focus Group expanded its operation from self-esteem and physical fitness to include nutrition, school attendance, lifestyle choices, and remaining alcohol and drug free. Since that time a variety of programs have been added to the prevention menu to address specific school needs.

Program Description: Prevention at Kapunahala takes place prior to students entering school in the "Families For R.E.A.L. (Resources for Early Access to Learning) Project. This pilot project, one of only three in Hawaii, provides parents educational support and experience in nurturing their infants and young children, birth to pre-kindergarten.

To ensure a safe school environment, Kapunahala follows the state Department of Education Discipline Policy, Chapter 19. A character education program, "Success Through Accepting Responsibility," or *STAR* serves as the basis for the school's discipline guidelines. *STAR* encourages students to practice the 4R's of respect, responsibility, resourcefulness and relationships. A problem-solving process teaches children to Stop, Think about options, Act and Review.

Besides the *STAR* program, there are other national and state prevention curricula as well as *D.A.R.E.* and a student mediation program. Prevention lessons are taught in health and guidance and integrated into the different content areas, school assemblies, recognition programs, and physical

education. Three primary processes are used as vehicles to facilitate the teaching of drug prevention: (1) development of self-esteem and self-concept and sensitivity to others; (2) cooperative learning activities and youth development project activities; and (3) role playing, planning, performing skits and producing videos. All students in grades five and six participate in mediation trainings and a Special Pals program has sixth-grade students tutoring younger youth in grades K-2.

Parent networking is enhanced and supported by the state-funded Kapunahala Parent Community Networking Center. This Center coordinates Parent Child Involvement Activities (PCIA) workshops and works with school families to plan monthly family activities. The League of Schools Reaching Out project brings parents into the classroom specifically for networking with other parents to plan tutoring projects and project fairs.

Community Alliances: "Mahalo Night" is an annual school-community event where the community sector is invited to Kapunahala for an evening of games, refreshments, and networking. Community members serve on the School Community-Based Management Council and a variety of public and private agencies help the school with funding, educational materials, publicity and volunteers.

The Honolulu Police Department sponsors *D.A.R.E.* for fifth-grade students and a *D.A.R.E.* officer also provides mini lessons for third-graders. The police department coordinates the Junior Police Office program and implements a Drug Rap Day, a 2-day round robin of 45-minute presentations by eight to 10 officers.

Success Indicators: Student mediation records show that students are solving many problems themselves without adult intervention. According to the 1993 state-administered Student Alcohol and Drug Use Survey, 80 percent of Kapunahala's students indicated they learned a lot in school about how to resist drugs and alcohol, and 76 percent indicated they learned a lot about how to make good decisions in life. These percentages were higher than those for the state and the district. These same surveys also show substance use has decreased and the percentages for no use have increased. Additionally, school attendance has gone up, as has the number of students eligible for student recognition programs.

In addition to a comprehensive prevention program and good parent and community support, Kapunahala attributes its successful programs to strong leadership unafraid of change, teamwork, and staff willing to extend themselves beyond the "proverbial extra mile."

Inclusion and teamwork foster a more stable school climate

PROGRAM Hale Kula Elementary School

CONTACT Patricia Watson, Principal
Waianae & Ayres Avenue
Wahiawa, Hawaii 96786
(808) 621-5159

AUDIENCE Elementary school-age student, grades pre-K-6

OVERVIEW

Hale Kula Elementary School is located on a U.S. Army installation, Schofield Barracks, in a rural section of the island of Oahu. Almost 99 percent of the 1,100 students are military dependents who reside in government housing; the 1992 transient rate was 115 percent. In spite of these challenges, parent/community volunteer hours doubled between 1991 and 1994, and there have been no reported incidents of tobacco, alcohol or other drug use on the campus or at co-curricular activities. Prevention goes beyond providing information. Peer Mediation, Buddy Up and the Tribes cooperative learning model are creating a stable learning environment that values students and staff alike.

Planning: Hale Kula began its drug education program in 1991 with the formation of a Drug Cadre consisting of teachers representing all grade levels, counselors, administrator, and parents. Using both formal and informal assessment tools as well as attendance, detention, and suspension data, the Cadre established a multi-year, four-point action plan: (1) establish an age-appropriate and developmentally appropriate prevention curriculum at each grade level; (2) develop student self-esteem and interpersonal skills; (3) promote healthy alternatives to alcohol and other drugs; and (4) provide knowledge about drugs and drug use. Assessments continue to drive the Hale Kula program, and each year new activities and staff training are added. In 1993 two key staff positions were added: a full time drug-free schools/guidance counselor and a part-time multi-cultural teacher to work on improving interpersonal relationships.

Program Description: Drug prevention is taught in the classroom using *Project Charlie*, *Project Self-Esteem*, *D.A.R.E.*, and *McGruff*. Lessons on refusal skills, self-esteem, and peer pressure are infused into content areas.

One of the major obstacles faced by Hale Kula is the high student transiency rate. The Drug Cadre selected *Tribes* as a process/program to increase cooperation, student inclusion, and teamwork. As *Tribes* learning groups

begin to form in all the classrooms, teachers have found school climate has improved and is more stable.

Life skills are developed and fostered through traditional co-curricular activities as well as peer mediation, Junior Police Officers, student council and the Greeter's Club that welcomes new students. The Buddy Up program matches upper elementary students with selected lower elementary classmates who need assistance with special projects and tutoring. In all, there are 35 different student programs and activities from which to choose.

Parents work with the school in many ways. Parent volunteer teams teach *Project Esteem* to grades K-2 and work with the school's Parent Community Networking Center (PCNC) to plan workshops, arts and crafts activities, and interactive family events throughout the school year. Attendance at family fun workshops averages between 20-55 parents and children each session.

Community Alliances: Local alcohol and drug treatment and counseling centers are active partners with the school. Because their caseloads typically include many families from Hale Kula, there is much sharing of resources and referrals. Other private and public organizations support the school as well. The 125th Military Intelligence battalion, the school's Army sponsor, provides crossing guards before and after school. The Schofield Military Police and the Honolulu Police Department both teach drug prevention and provide various working demonstrations of narcotic detection work.

Success Indicators: Every two years Hawaii administers the Alcohol and Drug Use Survey to sixth graders. Hale Kula students consistently fall into the "low risk" category and in the last survey this number rose from 73 percent to 94 percent. Volunteer hours for parents, students, and community members have increased from 4,000 hours in 1991 to 8,000 hours in 1994. An estimated 500-600 people attended the 1994 Drug-Free Fun Run/Awareness Fair.

Ever respectful of the unique needs of their military families, the Hale Kula staff continue to listen and learn from their students and add to their already extensive menu of supportive services.

Strengths not just challenges

PROGRAM	Leihoku Elementary School
CONTACT	Randal Miura, Principal 86-285 Leihoku Street Waianae, Hawaii 96792 (808) 696-2218
AUDIENCE	Elementary school age students, grades K-6

OVERVIEW Native Hawaiian students are in the majority at Leihoku Elementary School and are joined by a very diverse group of youth representing more than 10 other cultures. Along with their different languages and customs, children bring to school the effects of the socioeconomic challenges faced by most of their families. Leihoku is designated one of the state's first 10 "Special Needs Schools" and receives additional funding to target students at risk of alcohol and drug use and low school success. Staff at Leihoku are working hard at increasing protective factors for children and on the focusing of strengths and capabilities.

Planning: Leihoku's prevention program began in 1987 with the introduction of Drug-Free Schools and Communities funding. Various commercially produced curricula were purchased. *Project Charlie* was selected specifically because of its focus on developing peer relationships, decisionmaking, and self-esteem. Guidance and prevention programs intensified after the 1993 state Drug and Alcohol Survey was released, and school discipline referrals began increasing.

Program Description: In addition to the above-mentioned programs, Leihoku's prevention programs and activities include the Honolulu Police Department-sponsored *D.A.R.E.* program, quarterly recognition assemblies, special drug-free recess activities, the Junior Police Officer program, and an annual Wellness Fair. Teachers also integrate prevention information into the school's literature-based curriculum. Cooperative learning is an integral part of teaching at Leihoku. Counselors have recently initiated special self-esteem and anger-management groups for students needing extra help in conflict resolution and self-concept. Behavioral referrals have dropped since the inception of these groups.

Cross-age teaching opportunities are available for upper-grade students; fourth- through sixth-grade students tutor students from selected classes in the lower grades. High school students also come to Leihoku to model drug-free lifestyles. Teens from Waipahu High Schools Peer Helping Program "SMILE" (see *Sharing Your Success, Volume I*) come to the school to assist with video production, athletics, and to perform at school assemblies.

Parent support services are coordinated through the school's Parent Community Networking Center (PCNC). The Center offers drug education and parenting workshops, parent and child reading programs, and plans monthly family fun activities. Teachers and counselors use the Center to assist parents in obtaining public assistance, agency referrals, and health information.

Community Alliances: Collaboration with many different agencies and organizations provide Leihoku students with additional services and support. A local Boys and Girls Club offers after-school and holiday programs. The Queen Liliuokalani Children's Center works with Native Hawaiian children and families to provide counseling, legal services, and educational groups. The Honolulu Police Department sponsors *D.A.R.E.* and many prevention assemblies with special incentives, and the Federal Bureau of Investigation conducts a 16-week course on drugs and the law.

Success Indicators: State survey results show that Leihoku has lowered their student use high risk percentage from 8 percent to 1 percent and increased the low risk percentage from 53 percent to 73 percent. Since the anger management groups were started, the total number of referrals and minor infractions has been lower. School suspensions are also down.

Taking their cues from their student and family population, the staff at Leihoku continues to target increasing decisionmaking skills and improving student and family self-esteem.

Section 6
County and State Initiatives, Staff Development

County and State Initiatives, Staff Development

Federal and state legislation often provides funding support for prevention programs. These programs have usually been well validated through evaluation and are used in numerous schools in numerous settings. This chapter describes one such California initiative currently operating in over 200 schools.

Personnel training grants have also been funded with Drug-Free Schools and Communities monies. The second program described is a staff development model that works with rural counselors and school personnel. Close to 900 people have been trained, and materials are available to share with those beyond California boundaries.

Reality-based training fills service gaps

- PROGRAM:** **Project SMART**
Skill Mastery Addressed through Reality-based Training
- CONTACT:** Diane Nissen, Project Coordinator
Napa County Office of Education
1015 Kaiser Road
Napa, California 94558
(707) 664-3171
- AUDIENCE:** Continuation, court and community school personnel, and youth authority workers in northern and central California

OVERVIEW: *Project SMART is designed to provide no-cost, high-quality alcohol and other drug prevention training and materials for the above audience and others who might otherwise not be able to receive such resources and services. Utilizing U.S. Department of Education's Drug-Free Schools and Communities funds and working in collaboration with the Western Regional Center, the program has developed two workshops and directly serves several hundred counselors, teachers, administrators, and other youth workers. A "share the training" process is reaching an additional 800 people. Workshop manuals and resource materials have been developed for widespread dissemination.*

Planning: Based on the work accomplished by Project REACH (see *Sharing Your Success, Volume III*), the need for Project SMART was identified through the investigation of four key issues: (1) the structure of target schools in California; (2) the scope of the drug problem and need for effective counseling and referral services for the youth at highest risk; (3) limited training access for rural counselors, social workers, nurses, and psychologists working with this population; and (4) the training needs explicitly expressed by the target personnel.

Led by the Napa County Office of Education, the SMART planning team includes personnel representing state and local education agencies as well as staff from the Western Regional Center for Drug-Free Schools and Communities at Far West Laboratory, San Francisco.

Program Description: Project SMART's two workshops are "M & M's: Methamphetamines, Marijuana and More" and "LifeBOAT: Burn-Out Avoidance Training." The first of these workshops deals with pharmacological information gathered from current scientific research and is designed to teach the physical and mental effects of these substances. LifeBOAT targets the high rates of turnover and burnout among high-risk students.

LifeBOAT workshop participants discuss questions such as, "Who is the most likely to get burned out and why?" "What type of environmental factors contribute to or prevent burnout?" "What are the protective factors which can be enhanced in an educational setting to foster burnout resiliency in school personnel?" and "How can student assistance programs be structured to help avoid staff burnout?" The training includes a review of what research indicates are manifestations of burnout and work on preliminary plans to actually reduce burnout among staff.

Community Alliances: While the specific target audience of the project includes continuation, court and community agencies, and youth authority workers, SMART staff encourage community agencies and organizations to participate in the workshops. The project endorses the concept that in order to implement a *comprehensive* student assistance program for the highest risk youth, schools *must* include non-school-based organizations and community organizations.

Success Indicators: A third-party professional evaluator is gathering both formative and summative data on the project. SMART Coordinators state that the goals and objectives of the program are "on schedule and have been met." Coordinators also report that, to date, SMART workshop participants have offered very positive responses to both workshops.



Key to Success: Maximizing federal dollars has been the "key" to the success of Project SMART. "We collaborate and spread this money to many entities," says Project Coordinator Nissen. "Our partnership includes the Juvenile Court and Community School Administrators Association, the California Youth Authority, as well as the Western Regional Center and the Healthy Kids, Healthy California network."

Special Friends help students develop a healthy self-concept

PROGRAM	Special Friends Primary Intervention Program
CONTACT	Trey Anderson, Project Coordinator Yuba City Unified School District 750 Palora Avenue Yuba City, California 95991 (916) 741-5200
AUDIENCE	Elementary school students, grades K-3

OVERVIEW

The Primary Intervention Program (PIP) is a California early mental health school-based initiative designed for the early detection and prevention of emotional, behavioral, and learning problems in primary grade children. There are currently hundreds of California school sites supporting this model, providing services to 40,000 students. In Yuba City PIP is called Special Friends.

Planning: The California PIP is modeled after the successful Primary Mental Health Project in Rochester, New York, which started in 1957. To date, some 30 separate outcome studies have been conducted on the Primary Mental Health Project. The model was first introduced to California in 1981; in 1985 and 1986 legislation established permanent state funding through local mental health agencies. In 1991 the California legislature officially named the program Primary Intervention Program and established technical assistance centers to implement PIP in local schools.

The Yuba City Special Friends PIP program was established in September 1993 as part of a comprehensive student assistance program effort.

Program Description: The goals of the Special Friends program are to help children get a good start in school, develop a healthy self-concept and social skills, improve the adjustment to school, and prevent more serious adjustment difficulties in later years. Participating students have been carefully screened and shown to be experiencing mild school adjustment problems. Both teachers and parents provide input to the screening process. Parents must give permission in writing before the child can be scheduled to participate in Special Friends.

Children accepted into the program meet once a week for approximately 30 minutes with an aide and engage in various play activities. The aide offers the children a supportive and non-judgmental relationship which fosters positive self-esteem and confidence in their abilities. Aides help students deal

with problems that may interfere with learning at school, such as aggression, shyness, inattentiveness, and restlessness. Specific objectives are established for each child in collaboration with the teacher and parents.

The aides are carefully selected and trained paraprofessionals who work under close school-based professional supervision. The aides receive training and weekly review with Anderson, who is the school psychologist, and with a trained school guidance counselor. Local mental health professionals also supervise aides.

Community Alliances: When necessary, Special Friends staff refer children to a variety of local private and public service providers. Parent organizations and civic groups often provide financial support.

Success Indicators: Special Friends students are given pre- and post-assessments that are sent to state PIP program evaluators. Yuba City Special Friends staff also conduct conferences with parents and teachers. Published reports state data "consistently yields statistically significant levels of improvement in school adjustment by the students who participate in PIP."



Key to Success: Trey Anderson, Yuba City's Special Friends Coordinator, states simply he has a "great staff who love kids." "Involve teachers from the start," he says. "Keep them informed and they will be major supporters within two months."

Section 7
Curriculum and Staff Development

Curriculum and Staff Development

Comprehensive prevention programs are always open to new programs and services that will expand and enhance already existing efforts. This section includes descriptions of a literature-based curriculum that uses stories of resilient children and families, and a preschool curriculum targeting young children of alcoholic parents.

Staff development is also high on the list of prevention programs that continue to grow and develop around the needs of their school population. Programs included here describe a district-wide conflict resolution training as well as staff workshops designed to help people recognize and prevent burn-out.

Developed for and by the students

PROGRAM: Teens in Action

CONTACT: Loren Tarantino, Director
Linda Moeller, Grant Teacher
Sweetwater Union High School District
1130 Fifth Avenue
Chula Vista, California 91911
(619) 585-6265

AUDIENCE: Upper elementary and secondary students
Alternative high school students

OVERVIEW: *Teens in Action is a Federal Activities Grant under the Drug-Free Schools and Communities Program. It involves a wide variety of students who develop and deliver curriculum, create and perform prevention theatrical productions, and educate parents, community members, and younger children on alcohol, tobacco, and other drug use. With a focus on teens teaching elementary school students while learning themselves, this multi-dimensional program has already reached over 3,000 young students and 500 high school youth.*

Planning: Using current research indicating a strong need for ongoing prevention education, program planners were determined to use students as curriculum developers, teachers, and audience. Alternative and creative arts students were targeted as the student teachers, and volunteer classes were recruited to receive and evaluate the lessons and materials. The Federal Activities Grant was awarded in September 1994 and continues to August 1996.

Program Description: Forty-two alternative high students from Palomar High, Castle Park Learning Center and Del Rey Center were recruited on a volunteer basis to develop the elementary and secondary tobacco/alcohol prevention education curriculum. Prior to writing, they all receive TAOD information and training in decision-making, leadership skills, and learning styles. They also study district and state guidelines for language arts and social sciences. For their work and effort they receive communication credit towards graduation.

The students present their supplemental lessons to students in grades four, five, and six in selected elementary schools. Fifteen teachers from seven high schools volunteered to pilot the secondary curriculums, presenting the information to approximately 1,500 students. Student writers and teachers then reviewed evaluations from the piloted materials, made appropriate

changes, and made the lessons available to all District sites and feeder elementary schools.

Concurrently, students at Sweetwater, Eastlake, Southwest, Castle Park, and Palomar High Schools worked to provide creative arts support for the student-developed curriculum. Three hundred students and 11 drama, art, video, and photography teachers are presently collaborating on projects to convey the no-use message to elementary and middle school students by using drama, music, creative writing, radio, video, and reader's theater. Several theatrical productions supported by student-produced graphic arts will be presented to elementary schools in April and May 1995.

Community Alliances: Support for Teens In Action has come from local law enforcement agencies, the San Diego County Office of Education, South Bay Community Services, the Cancer Society, the Heart and Lung Associations, Red Cross, and local civic organizations. Local print and television media disseminate information about the program to the general public.

Success Indicators: District program planners report positive results to date. Pre- and post-evaluations have indicated a positive change in student attitude toward no-use messages. Teacher lesson reviews and student narrative reviews and journals show positive benefits to the majority of student participants. Unsolicited student letters and testimonials indicated that student teachers felt important and appreciated and felt they had opportunities to make a difference in the lives of others.



Key to Success: Students enjoy listening to other students, especially when they are trained and have something interesting to say. The reference frame is fresher and communication lines are more direct. Teens in Action focused on student products. According to Director Loren Tarantino, the temptation to "fix" the materials to "adult standards" was resisted. "Our key was quality preparation and the empowerment of all participants," states Tarantino. "Adult leaders enjoyed the opportunities to encourage student creativity and profited from the fresh perspective brought to the lessons by the students."

Tarantino believes similar programs can be replicated in part or all with the proper commitment from the leaders involved.

Helping to define resiliency and how it can work

PROGRAM: Resilient Youth Development: Linking Research with Practice

CONTACT: Faye C.H. Lee
4H Youth Development Advisor
University of California Cooperative Extension
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San Bruno, California 94066
(415) 871-7559

AUDIENCE: Youth development leaders, teachers, counselors

OVERVIEW: *In 1992, the North Central Region 4H Youth Development staff established a study team to pursue the development of healthy communities through the systematic reduction of risk factors and enhancement of protective factors pertinent to resilient youth development. The result has been the development of an interactive workshop for school, community, and civic leaders who work directly with youth. The workshop goal is to demonstrate effective applications of resiliency theory and practical strategies for model community programs.*

Planning: The 4H Youth Development staff conducted an extensive review of the literature on resiliency theories and practices and concluded that single-issue focused programs or programs based on deficit, risk factor models, lacked the overall effectiveness to promote healthy youth development. Endorsing enhancing protective factors in families, schools, and communities and determined to demonstrate how resiliency concepts are actually integrated into practice, the study team developed a specific training to help share what they learned and continue to learn in their work with youth.

Program Description: The Youth Development study team operates under four primary goals, all designed with the overall purpose of fostering resilient youth development: (1) to increase the knowledge base and share information through publication and presentations; (2) demonstrate effective applications of resiliency theory through the support of model-community programs; (3) create a strategy to promote adoption of effective practices through public policy analysis and building alliances; and (4) to provide leadership for the region and state through staff development and statewide workgroup activities.

With these goals as their foundation, the study team developed a workshop that is offered to youth development practitioners at conferences four to five times per year. In the workshops, resiliency theories are presented and

participants identify specific strategies of how to apply these theories and principles into practice. Participants leave with a compilation of identified strategies, knowledge of gaps in current practices, and ideas to take home to their individual settings.

Community Alliances: 4H Youth Development staff has always worked with schools, parents, and community agencies. Representatives from public and private agencies, civic groups, and the faith community participate in the workshops and share their collective knowledge and experiences. These experiences and strategies are incorporated into the "best practices" workshop piece.

Special Challenges: Youth Development Advisor Lee states that sometimes workshop participants demonstrate the mistrust between research and practice. Very interactive by design, the workshop allows all participants to respond to issues based on field experiences and to become better informed about current research by hearing the stories of others.



Key to Success: Strengthening the linkage between research and practice is necessary to improve current practices in youth development. This workshop attempts to do this by acknowledging and capitalizing on the knowledge and experience of practitioners in the field. "The experience stimulates thought and action," says Lee. "We facilitate networking, collaborative projects, and easy-to-understand definitions of resiliency."

Train everybody in conflict resolution!

PROGRAM	Project Resolve
CONTACT	Joseph Latino, Counselor & Grant Specialist Sweetwater Union High School District 1267 Thermal Avenue San Diego, California 92154 (619) 691-5422
AUDIENCE	All district middle and high school personnel

OVERVIEW

Project Resolve is funded through the U.S. Department of Education Drug-Free Schools and Communities Personnel Training program. Key district employees are trained as trainers to deliver conflict resolution training to middle and high school personnel. To date over 600 staff have been trained. The program is designed so that trained adults will then implement the program in their classes and reach and teach their students directly.

Planning: Informal surveys and assessments indicated a strong need and desire for a conflict resolution staff training program. A planning team comprised of counselors, teachers, administrators, and consultant therapists researched several of the existing conflict resolution programs. A formal grant was prepared and submitted and Project Resolve began Year 1 of a 2-year grant in February 1994. Much of the first year was spent writing the curriculum with the help of conflict resolution consultants.

Program Description: Project Resolve targets all district middle and high school personnel, including certificated, classified, and management staff. Beginning with a training of trainers, 46 employees receive 24 hours of conflict resolution intensive training in prevention, intervention, and mediation. This training is designed to: (1) assist school staff in identifying conflicts and tensions on their school campuses; (2) provide a broad range of strategies that allow school personnel to facilitate effective resolutions, and (3) assist site personnel in creating school environments that promote teaching and modeling of positive human interaction, assertive behaviors, and healthy life choices.

Once trained, these Project Resolve "master" trainers trained 79 Project Resolve site team members and over 350 additional staff members from ten schools. All middle schools, one high school, and the administration center received training. This represents nearly 20 percent of all district staff, a total of 4,848 employees. An additional 68 hours of follow-up training and individual technical support has been provided to all site team members.

Community Alliances: Project Resolve team members offer the conflict resolution training to representatives from juvenile justice, law enforcement, and the faith community. School districts outside of Sweetwater and throughout the state and San Diego County have also received Resolve training.

Success Indicators: All participants are asked to fill out evaluations as an ongoing part of every training. Follow-up evaluations are also sent out on a periodic basis to measure the effectiveness of skills and tasks learned in the trainings. Student behavior infraction statistics will also be monitored during the grant period. Program planners report that more than 90 percent of those trained "strongly agree" or "agree" that the training "provided them with the information they needed about conflict resolution and intervention skills" and that Project Resolve training has better equipped them to work with others in conflict.



Key to Success: Many more people than anticipated have asked to be trained; projected staff trainings have been surpassed by over 500 percent. Counselor Joseph Latino attributes this success to preparing motivated, highly qualified trainers who also happen to be teachers, counselors, and administrators. "We took it one day at a time," says Latino. "Staff investment is critical. Start slowly and involve *every* school staff member."

Reading to be a healthy kid

PROGRAM: Learning To Be A Healthy Kid

CONTACT: Carol Burgoa, Training Coordinator
Western Regional Center for Drug-Free Schools and Communities
Far West Laboratory
730 Harrison
San Francisco, California 94107
(415) 565-3080

AUDIENCE: Students, grades 1-8

OVERVIEW: *The innovative and challenging Learning To Be A Healthy Kid curriculum uses core literature and themes of history/social science to emphasize the philosophy of building healthy relationships at school, home, and in the community. Students are given an opportunity to read about and identify with the characters who have overcome adversity and apply their learning to real situations in their own lives. Teacher training models are offered in addition to grade level units in the hopes of creating "resiliency messengers" to schools everywhere.*

Planning: Informal assessments showed that classroom teachers want a comprehensive health curriculum to include issues of tobacco, alcohol and other drug use and violence prevention. Teachers also indicated a desire to learn new methods of integrating these issues into core subject areas such as social studies and language arts. The planning team behind *Learning to Be A Healthy Kid* included prevention and curriculum coordinators, an editor, and classroom teachers.

Program Description: *Learning To Be A Healthy Kid* provides a guide to integrate comprehensive health through themes and lessons on literature, language arts, history, and the social sciences. Instead of attempting to fit health in when time permits, these teaching units help address the well-being of children through the core curriculum.

Literature units for each grade incorporate recommended reading lists found in many states with award-winning books representing historical fiction and autobiographies. Activities that accompany each book require cooperative problem solving, opportunities for in-depth writing and discussion, and specific activities that encourage family and community interaction and student recognition.

For example, one of the fourth-grade books, *Family Pictures*, is Carmen Lomas Garcia's account of her life growing up in Texas. The pictorial memoir includes both paintings and memoirs written in English and Spanish. The unit focus is on

helping students acknowledge and find strength in whatever kind of family they come from, and reading strategies parallel the collaborative spirit of the Mexican-American family structure. Teachers may send a letter home that invites parents into the learning process; and learning activities include creating a classroom community rich in Mexican culture, making family albums for student portfolios and keeping story-picture diaries by each student.

Because the program writers believe that healthy learning is not the work of schools alone, there are activities for school, community, and the family as well. Classes are invited to plan a school fiesta which includes family members and a Mexican-American guest who comes and shares family pictures.

Some training is recommended to deliver the classroom units. This training includes an overview of resiliency and specific training of grade-level unit lessons and activities. Training is available through a T.O.T. (Training of Trainer) model or traditional inservice methods. All training notes and materials are available on MAC or IBM disks, and binders with complete lessons plans have been developed.

Community Alliances: Each book unit has a four-part section that brings closure to that unit and emphasizes the importance of learning in and from the community. These activities teach skills that promote bonding in the classroom, school, family and community. The four closing parts are: (1) Kids with Other Kids; (2) Kids to Other Schools; (3) Kids to Their Community; and (4) Kids to their Family.

Success Indicators: Funding is being sought for formal assessments. Teachers using the units report an increase in the ability to identify with the resilient characteristics of major characters in the books, an increase in interest in reading, an increase in the willingness to discuss personal issues, and an increase in family involvement in student school work.



Key to Success: *Learning To Be A Healthy Kid* blends resiliency research with literature and practical instructional strategies. "Teachers have the best ideas," states training coordinator Carol Burgoa. "We involved classroom teachers in designing these materials, and this ensured that the activities truly do work."

Copies of *Learning To Be A Healthy Kid* may be ordered from:

San Diego County Office of Education
Graphic Communications, Room #212
6401 Linda Vista Road
San Diego, CA 92111-7399
Ph: (619) 569-5391
Fax: (619) 467-1549

Training information may be obtained from Burgoa at the contact number listed above.

Programs and services keep growing and growing and growing

PROGRAM: Master Trainer

CONTACT: Jewel Fink, DATE Program Coordinator
Vallejo City Unified School District
211 Valle Vista Avenue
Vallejo, California 94590
(707) 556-8921

AUDIENCE: District personnel and community members

OVERVIEW: *The Master Trainer Project is a two-year grant funded through the U.S. Department of Education's Drug-Free Schools Personnel Training Program. Master Trainer is a school-based drug and alcohol abuse education training model that augments a 150-hour community instruction and community service program. The end goal is to expand the cadre of trained preventionists and increase the number of district student support groups by 100 percent.*

Planning: Vallejo City Unified School District has been steadily building on a comprehensive school/community prevention program for many years. Peer and youth programs and integrated "wrap-around" services for children and their families are key components (see *Sharing Your Success, Volumes I, II, and IV*). In the 1993-94 school year district personnel, support staff, teachers and classified personnel were asked to identify new needs. Key focus areas that emerged were increasing the number of student support groups and facilitation skills and increasing staff knowledge about chemical dependency and related issues. The two-year training grant began in September 1994.

Program Description: Master Trainer participants include teachers, counselors, social workers, psychologists and community members. They enter the Master Trainer program already well qualified. Vallejo is one of 15 cities in the United States participating in The Robert Wood Johnson's *Fighting Back* community prevention initiative. This partnership has developed a 150-hour community-based training that participants must complete before beginning the Master Trainer program.

Twenty-five Master Trainers will be trained each year. Program coordination, design, and training are carried out by the district DATE Coordinator and the district Intervention Specialist. The program has five primary components:

Core curriculum: During the school year, 25 participants spend 70 hours in intensive training in facilitating student support groups during 10 all-day

retreats. Topics for each of the 10 days range from "Co-Dependency and Professional Enabling" to "Prevention and Intervention with Special Populations." Four of the 10 days deal exclusively with running support groups.

Authentic assessment process: Participants demonstrate skill competency by using the group as a living laboratory and rotating as group leaders. The group process is videotaped.

Final exam: Participants demonstrate mastery of the training content by passing a written examination.

Apprenticeship: Participants provide 15 hours of direct services to students. Upon completion of the core curriculum, they facilitate one student support group per week at their school site for 15 weeks.

Supervision: The District Intervention Specialist provides 30 hours of clinical supervision to the Master Trainers, 2 hours per week for 15 weeks.

Master Trainers will also participate in a "Celebrating Diversity-Unlearning Prejudice Training," a five-day sensitivity awareness program to increase appreciation for diversity of other cultures, races, religions, gender, and sexual orientation.

Community Alliances: Enjoying a rich history of collaboration assisted by federal and private grant monies, Vallejo continues to expand and strengthen their existing school-community partnerships. Currently their network includes health and drug abuse prevention professionals, local citizens and civic leaders, the faith community and law enforcement.

Success Indicators: Assessment procedures will include staff surveys, training feedback evaluation, personal interviews, final written exams, group training videotapes and evaluation of the practicum experience by the Intervention Specialist. To date, Fink can report that verbal and written feedback indicates program goals are being met and that the next 25 participants are waiting for the next training cycle beginning in fall 1995.

Special Challenges: A major challenge has been having an adequate pool of substitute teachers so that participants can attend training sessions. Through careful planning with other departments and avoiding training days on Mondays and Fridays, program planners overcame this potential obstacle.



Key to Success: DATE Coordinator Jewel Fink states simply, "This program has happened because the school and the community were ready for it to happen and we recognized the need. Our key to success is staff expertise. We already had qualified key trainers." Fink goes on to say that another key factor was the ability to build on existing local partnerships made possible through the *Fighting Back* partnership. Fink believes replication is possible if the community is out of denial so that they can join together to increase services for youth.

Prevention made easy

PROGRAM: Kids Are the C.O.R.E.

CONTACT: Vicki Arthur, Substance Abuse Education Facilitator
Clark County School District
601 North Ninth Street, #58
Las Vegas, Nevada 89101
(702) 799-8473

AUDIENCE: Elementary students in grades K-5

OVERVIEW: *C.O.R.E. is an acronym for Compilation of Resources and Experiences and is the result of two years of hard work by district personnel to research, design, and write a framework to integrate drug prevention education into the general school curriculum. The materials are divided into two clusters, K-3 and 4-5, with Bloom's taxonomy the basis for lesson development. The overall emphasis is on fostering resiliency in youth, and the program can be fully integrated across the curriculum or used in a traditional block approach. This comprehensive prevention program will impact over 80,000 elementary students within an almost 8,000 square mile area.*

Planning: Informal and formal needs assessments were utilized to establish the need for an integrated curriculum. During the 1992-93 school year the Clark County School District Elementary Division established a division priority of implementing integrated instruction across all strands of the curriculum. District results of the 1992 Nevada Alcohol and Drug Use Survey had revealed that prevention education, especially information addressing the use of alcohol and other gateway drugs, needed to be implemented well before the upper elementary level, since experimentation was reported by more than a third of sixth-grade students. The same survey also showed that more than half of the sixth-graders identified school as their primary source of learning about the dangers of drugs and drinking. When coupling the district's priority with the needs revealed in the survey, district personnel saw a clear need for a prevention infusion approach.

The planning team consisted of a 25-member task force including 12 elementary teachers (two from each level), administrators, counselors, and seven staff members of the district substance abuse education and prevention department. Input was also solicited from a community coalition and consultants. The development and design process took two years, with planners attending a variety of staff development sessions on topics that ranged from implementing student assistance programs to specific trainings on commercially available prevention programs. There were a number of inservices based on resiliency research. Many of the trainings, and technical assistance, were provided by the Western Regional Center for Drug-Free Schools and Communities.

Program Description: Kids Are the C.O.R.E. integrates drug prevention education into the general school curriculum, providing educators with developmentally appropriate, outcome-based education materials designed to meet the challenging needs of all students. Divided into two clusters, K-3, and 4-5, the materials are further divided within each grade level into four sections: Fostering Resiliency, Self-Esteem, Healthy Life Choices and Becoming Informed About Drugs.

Basing lesson development on Bloom's Taxonomy, higher order thinking skills, character education, and creative problem-solving skills are incorporated into six subject areas. The subjects are: health-physical education, language arts, mathematics, science, social studies, and art-music. Each grade level is correlated to the Clark County School District Curriculum Essentials Framework for ease in reference and planning.

Kids Are The C.O.R.E. was developed and designed to meet the needs of all 4,500 Clark County elementary teachers, counselors, and specialists. The materials are teacher friendly and the program guide is self-explanatory. The district office of substance abuse education provides a 45-minute program overview to all sites before implementation. To date approximately 200 elementary administrators and 3,000 certified teachers and counselors have received this inservice.

Community Alliances: The curriculum stresses the importance of community support and gives specific strategies and tips to maximize parent and community resources. The materials also include a detailed resource section that gives a description of local, state, and national resources available for classroom use.

Success Indicators: District substance abuse education staff have inserviced 70 elementary school sites and visited school sites to observe and assess implementation. Informal feedback from teachers, counselors and administrators has been positive; more formal results will be collected at the conclusion of the 1994-95 school year.

Special Challenges: Obstacles included fiscal budget restraints that included reduction of staff assigned to this project. This was compensated for by hours of volunteer support and staff pulling together at all levels. Another challenge has been site-based management and individual school prerogative to approve programs and training. Kids Are the CORE has been designed to adapt to various types of learning environments from traditional to innovative.



Key to Success: This program was developed by teachers and administrators at the building level. District substance abuse education facilitator Vicki Arthur believes the two years of hard work and dedication are key factors in the acceptance and adaptability of the program. "We designed materials that integrate resiliency skills into our existing K-5 curriculum," says Arthur. "We believe our program will help reconnect youth to their peers, schools, families and communities."

Head start on prevention

PROGRAM: COAP: Children of Alcoholic Parents

CONTACT: Leona DeMonnin
Spokane County Head Start
4410 N. Market
Spokane, Washington 99016
(509) 533-8044

AUDIENCE: Preschool children

OVERVIEW: *COAP is a preschool curriculum developed and tested at the Head Start/Community Colleges of Spokane. COAP is a resource for any organization working with preschool children. The curriculum is a ten-session, ten-week program that can be supplemented with books and music and is limited only by the imagination and creativity of those who use it.*

Planning: Two assessments were used to determine the need and scope of the program. In addition to parents of the preschoolers in community programs and day care, all community agencies serving this age group were given needs assessments. Developed in 1990 through a U.S. Department of Health and Human Services, Special Discretionary Fund grant, the program began as a secondary intervention program; but as the curriculum developed, COAP became used primarily in regular classroom settings.

Program Description: COAP was developed and pilot tested at community colleges of Spokane. It is designed to help preschool teachers, counselors, and other practitioners who work with child of substance abusers. A Leader's Guide is at the front of the curriculum; no special training is required.

There are ten sessions for ten weeks:

- *Understanding Alcohol the Disease
- *Managing Anger
- *Teaching Feelings
- *Promoting Self-Esteem
- *Strengthening Families
- *Learning About Personal Safety
- *Introducing Relaxation
- *Being Special
- *Talking About Food
- *Saying Good-bye

Community Alliances: The Head Start programs work collaboratively with a variety of community social service agencies, including family and health services and treatment groups.

Success Indicators: Parent evaluations and reflections, and interviews with mentors and health providers offer assessment evaluation. COAP program officials report that more parents are seeking social service referrals and that children are more open in discussing family issues.



Key to Success: In developing and piloting COAP, the Spokane Head Start teachers participated in staff trainings where teachers were given the opportunities to recognize the special needs of children who might be affected by parental child abuse, substance abuse, and neglect. What originally was intended as a pull-out program became adapted for all preschool classrooms. "This curriculum is adaptable and can be replicated in classes beyond preschool," says Program Coordinator Leona DeMonnin. "Our YMCA uses it with students up to sixth-grade."

Section 8
Special Events and Annual Practices

Special Events, Annual Practices

Many consider the programs described in this section the most fun part of prevention work; certainly they can be among the most interactive. Special events can help us celebrate and enjoy the healthy lifestyles we all promote, and also serve to target specific needs and provide specific interventions.

Summaries in this section describe a variety of events and annual practices. They range from a community-wide billboard program and smoke-free run, to an all-day assembly of small and large groups of youth and adults examining prejudice and the lack of inclusion in an urban high school. All can be replicated in a variety of settings.

R-E-S-P-E-C-T.....Tell you what it means to me

PROGRAM: Days of Respect

CONTACT: Ralph J. Cantor
Student Assistance Coordinator
Albany High School
603 Key Route Blvd.
Albany, California 94706
(510) 525-7131

AUDIENCE: Middle and high school students

OVERVIEW: *Growing out of an incident of sexual assault at on the campus in 1992, this program is based on a very simple theme: self-respect is the basis of treating others with respect. Beginning with a steering committee made up of students, faculty, and parents, the planning process proceeds to a one-day multi-media assembly "event" dealing with the theme of respect as it relates to racism, sexism, and adultism. Days of Respect culminates with student-generated ideas for creating future change in the school.*

Planning: The 1992 assault on an eleventh-grade student led Albany High School to hire the Oakland Men's Project to began training sessions with school staff and 100 students to strengthen youth-adult relationships and to explore the gap that may exist between people who have power and those who do not. Once the training stopped, Cantor, the high school student assistant coordinator, continued the process with a committee of six students, six teachers, and six parents. The goal of this planning committee was to improve relationships between males and females, between students of diverse cultures, students and teachers, and to improve the school climate by creating a "tighter community to reduce violence." Site Improvement Funds are used to fund the program.

There are seven distinct planning steps to implementing Days of Respect: (1) Form a steering committee, a diverse group of students, administrators, and parents; (2) Develop a plan for the assembly and engage the drama department to help plan the Respect assembly; (3) Train the steering committee to lead small group exercises; (4) Then train a large group of parents and students to be exercise leaders; (5) Instruct all staff on how to facilitate small group/classroom activities; (6) Conduct "Days of Respect" assembly; and (7) Facilitate follow-up activities, the last of the small group sessions to generate ideas for creating future change in the school.

Program Description: The Albany High Days of Respect assembly was held on three different days. For each day, a third of the student body arrived on campus at eight in the morning to attend an hour-long assembly that

included skits and dramatic monologues, a video on prejudice, and a talk by a Sioux Indian liberation worker. The large-group assembly was followed by the students going off into groups of 50 to do a series of exercises, then breaking down into groups of 25 to do more interactive work. Several hours later everyone reconvened for a wrap-up session.

While the exercises are designed to pair participants up with someone of a different race, age, or gender, they are also carefully scripted to provide a safe environment for everyone. The activities allow the adults and youth to see fellow students, parents, and teachers in a different role than they normally see them, and to speak with people they would otherwise not have occasion to speak to on campus.

Community Alliances: Parents are key players in both the planning and implementation of Days of Respect and, as such, do much to foster relationships between people in the school community. Because the steering committee made a conscious effort to include the media, the Albany High program has received much television and newspaper coverage. "We wanted reporters to cover something that is part of the solution instead of the problem," says Cantor. "We offer prevention, not crisis. We think that's news."

Success Indicators: Post-day evaluations are used to measure informal assessments of the program. The overall reaction from the students has been positive, and many students continue the program in a variety of ways that include: repeating the assembly with the local middle school, organizing an international food day program, and supporting the efforts of school-based clubs such as the Black Student Union and Chicano/Latino Club.



Key to Success: Collaborative planning among students and adults, experiential learning, and peer helping all contribute to the popularity of the program. Cantor believes these are all critical, but that the real success of the program is the opportunity for people to "talk to each other, not just listen to experts." "We need to get the information out of the way and let people come together," says Cantor. "The focus should be on people learning from each other—people speaking their own truths."

The program is easily replicated with some training and support. Cantor is currently working with schools in California and Oregon to implement similar assemblies.

Billboards and grocery bags

EVENT: Red Ribbon Week Billboard Poster Contest

CONTACT: Rose Maynard, Coordinator Health Services
Lancaster School District
44711 N. Cedar Avenue
Lancaster, California 93534
(805) 948-4661

AUDIENCE: Community

OVERVIEW: *The Red Ribbon Week billboard poster contest is a school-linked community partnership program. The goals of the program are to motivate elementary age students to think about substance abuse prevention and to communicate their messages to the community. The contest culminates with five winning posters reproduced and displayed on huge billboards throughout Lancaster.*

Event Description: Developed in 1990 as a community outreach program, the contest gets more successful each year. Students in grades K-8 draw alcohol and other drug prevention messages on the back of Von's Market (a grocery store chain) shopping bags. The bags are returned to the market where they are packed and distributed to their customers. Five winning pictures are selected by a team consisting of the local Von's Market, an advertising representative from Martin Outdoor billboards, the county DATE coordinator, and a teacher representative from each school.

Bag distribution and billboard display are timed to coincide with the community's annual Red Ribbon Campaign each fall. The billboards are strategically placed throughout Lancaster and list the name, grade, and school of each winning student.

The Red Ribbon Poster Contest is one of many Lancaster community partnerships. Over 300 businesses and organizations assist the district prevention efforts by providing student incentives, purchasing red ribbons, providing counseling, and funding field trip opportunities. Since the program began in 1990, other businesses have asked to become poster partners and store officials report that customers and community members give them positive feedback regarding their involvement.

"Replicating a similar event takes a coordinator who can keep all the activities on schedule and communicate well with business partners and schools," says Rose Maynard. "The event is a wonderful addition to our other Red Ribbon Week activities."

Running away from tobacco

EVENT: Smoke-Free Run Program

CONTACT: Kenneth S. Peter, Project Teacher
Tobacco Use Prevention Education
Pasadena Unified School District
351 S. Hudson Avenue
Pasadena, California 91109
(818) 795-6981

AUDIENCE: Students, grades 4-12

OVERVIEW: *This annual event involves public and private schools and community organizations in the Pasadena/Altadena/Sierra Madre area of Los Angeles county. The run is a culminating event for the Pasadena Unified School District's "Smoke-Free Life-Long Fitness" curriculum.*

Event Description: Student surveys conducted in 1990 by community health committees and California Healthy Kids coordinators demonstrated a lack of knowledge and practical experience in health and fitness. There were few examples of positive alternatives demonstrating a healthy lifestyle and the positive effects of non-tobacco use were not recognized or rewarded.

The planning team for the run included the county DATE (Drug, Alcohol, and Tobacco Education staff), Healthy Kids coordinators from all elementary schools, K-12 adaptive P.E. Specialists, and representatives from organizations such as the American Heart Association, American Lung Association, police youth advisors, parks and recreation, and civic clubs.

The Smoke-Free Fun Run takes place annually every spring. It has become a two-day event held in a public high school adjacent to a park. Community civic organizations provide funding and volunteers, and business and industry provide materials, refreshments, and additional volunteer support. Local law enforcement officials act as security, and school health services provide first aid and medical technical assistance.

Kenneth Peter, district tobacco use prevention teacher, reports that the number of schools and students participating in the run increases each year. Outside funding is up 500 percent. "We feel rewarding positive behavior is an important prevention technique," says Peter. "This run is a very positive experience for the students, easy to replicate elsewhere, and relevant to what is being taught in the classroom."

Ask and you shall hear

PROGRAM: Mayor's Conference for Youth

CONTACT: Sharon Agnew, Youth Programs Coordinator
Office of the Mayor
4396 Rice Street, Suite 100
Lihue, Kauai
Hawaii 96766
(808) 241-6300

AUDIENCE: Community youth

OVERVIEW: *The Mayor's Conference for Youth 1994 was a collaborative effort between the Mayor's Office, the County of Kauai, and local civic organizations and businesses to establish the types of programs youth want on the island. Held the Saturday after Thanksgiving, the day-long event brought together youth from each of the three high schools and junior highs to brainstorm and plan in both small and large groups their vision of youth activities and support. Computers tallied teen responses to the "Top Ten List" and all 400 youth left with a printed program summarizing the day's events. The winning choice on an island known for warm weather? An ice skating rink.*

Planning: Challenged by the 1992 Hurricane Iniki, the island of Kauai has seen an increase in teen pregnancy rates and youth violence. Teen activities consist of normal beach activities such as surfing, swimming, and limited sports/league events. An informal youth survey indicated high interest in an opportunity to express their viewpoints on positive youth activities. A facilitated preliminary planning meeting brought together teen and adult representatives from non-profit agencies providing youth programs, the prosecuting attorney's office, and other interested persons. This group defined what was "fun," designated and defined appropriate committees and decided that each committee should have teen and adult co-chairs. Serious planning began in July 1994, five months before the conference.

Program Description: Held at the most luxurious hotel on the island, the conference gave the teens an opportunity to be honored guests. Due to the expense, each of the three high schools and junior highs was given a percentage of reservations available based on total student population. Sign-ups were on a first-come, first-served basis. There were spaces for 400 teens and 100 adults. Attendance for everyone was \$5.00 which included two meals and a dance. Transportation was provided from several sites.

Morning sessions focused on interviews with teens about their ideas on youth activities. Many interviews were videotaped on big screens so that everyone could see what was happening "live." After lunch, teens voted for their top

ten choices and brainstormed ideas of how to get what they wanted. Youth spent the afternoon in "Winner's Camp" Empowerment Sessions while the adults met separately to focus on agency support and commitments. The total group reconvened to present leis to each teen and to share their experiences. A pizza party followed with a teen-only dance. The entire event was "drug free" for all participants, including the adults.

The top three choices on the "Top Ten List" were: ice skating rink, after-hours teen club, and entertainment mall. The youth suggested forming a Teen Council to form action committees, set reasonable and achievable goals, and to "cooperate—no matter what school you're from." Teens also had recommendations for site locations, financing projects, and for creating partnerships with community organizations.

Community Alliances: Everyone at the conference addressed the need for community partnerships and to strengthen the role of youth in county government. The adults at the event represented public and private groups and agencies as well as the faith community, local business, and law enforcement. As a true community-wide event, the participants were also to discuss immediately both the potential and the challenge behind funding each idea.

Success Indicators: The results of the teen voting and comments from brainstorming sessions were tabulated on the spot during the conference using computers. While the teens were at the dance, adult volunteers compiled the results and printed a bound program for each youth to take home. At the end of the dance, the Mayor was presented with the findings along with the commitments from all participants on how they would support the various program ideas. The newly-elected Mayor immediately appointed a Youth Programs Coordinator to write grants for the county to increase programs and to support various county agencies in providing more positive opportunities for teens.

Special Challenges: Event planners report that the biggest obstacles were the adults who said "no teens will come," "it's a holiday weekend," "people won't come if they can't smoke," "teens don't care," etc. The numbers showed differently.



Key to Success: Youth Coordinator Agnew believes the use of trained facilitators who specialize in working with teens contributed greatly to the success of the day. "Find people who speak their language, who play their music, and who are committed listeners," Agnew recommends. She continues, "The honoring of our teens as a vital part of our island community was the key; we listened 'for' our youth and for their perspectives for their future."

Recognizing youth who give to others

PROGRAM: Youth Hall of Fame International

CONTACT: Larry Sagen, Founder/Director
300 Queen Anne Avenue N. Suite 201
Seattle, Washington 98109
(206) 441-4808

AUDIENCE: All young people

OVERVIEW: *Youth Hall of Fame International is a community mobilization program that brings the community together to honor, celebrate and support "ordinary youth who are being extraordinary." Extraordinary refers to school-age youth who are taking positive action in their lives and giving back to others in their family, neighborhood, school, and community. The first pilot program in Tacoma, Washington honored 908 youth; the second in Seattle will target 1,001 young people.*

Planning: The idea for Youth Hall of Fame originated in late 1990 when Sagen and friends decided to counter the negative press many youth were receiving in the public media. After reviewing the research of Bonnie Benard, Western Regional Center, Far West Laboratory, and Hawkins and Catalano, University of Washington, they decided to support those youth-serving organizations that incorporate mentoring and social bonding to the community.

The first pilot program was developed and implemented in 1992-93, and the organizing committee was made up of youth from Tacoma area schools, parents, educators, youth-serving agency directors, and representatives from law enforcement and the faith community. Kick-off meetings by the mayor and deputy city manager were facilitated by volunteer community organizers in an effort to achieve immediate buy-in. In 1993 over 5,000 people gathered in Tacoma to celebrate and initiate the Tacoma Youth Hall of Fame.

Program Description: Youth Hall of Fame (YHF) is designed to be inclusive, rather than competitive and to nominate young people for who they're being, rather than for raw accomplishments. Going beyond recognition programs, honorees pledge to mentor and support another youth in the next year. This process is designed to create a positive ripple effect and to build mentoring into young peoples' lives as a supported community value.

Youth are honored at a community-wide event. Honorees are asked to create a design on paper in pictures or in words that expresses who they are or something they want to communicate to the community. These designs are etched onto

porcelain tiles and erected in a permanent monument each year to both document the history of the community's youth and to inspire youth in the future to what is possible.

The program is a year-long effort driven primarily by volunteers. Funding permitting, a director is preferred. Youth Hall of Fame programs can be different in each city. In Tacoma the program is now managed by the Anti-Violence Coalition, made up of members of the business community, youth organizations, schools, churches, and city government. Other programs have a separate youth board, giving fiscal responsibility to an all-adult board. Planning committees include site selection, marketing and public relations, nominations, selection, ceremony, fundraising, evaluation and awards. Nominations come from a wide variety of sources that include schools, businesses, churches, youth-service groups, volunteer organizations, etc. A recommendation form is completed for each nominee.

Community Alliances: YHF works with the entire community to identify youth and mentoring opportunities. These include health and human service private and public agencies, the faith community, business and industry, and civic groups. Representatives from these sectors serve on the organizing committee and board of directors, and also participate as volunteers and adult mentors. Community alliances also contribute funds; program costs run approximately \$100 per youth if honoring 500 or more.

Success Indicators: The Tacoma project sent out evaluation forms to the 908 honorees, parents of honorees and nominators of honorees to measure the impact of the program. Response rate was 14 percent, and 97 percent of these respondents reported "overwhelmingly" positive experiences. All but three of the 100 youth who responded were already mentoring or planning to soon mentor another youth. Youth wrote that they felt better about themselves and their families, and adults wrote that the program allowed them to give attention to students who were trying but not necessarily the highest achievers.

YHF is now working with a professional evaluator to develop a qualitative methodology for future YHF programs. Long-term evaluation is challenging because youth graduate and move on.

Obstacles: Sagen cautions groups implementing similar programs to schedule youth meetings at times convenient to youth, to insure there is diverse representation in all program components, and to delegate many of the tasks to participating individuals and agencies. Sagen also advises good public relations advisors and to carefully check all references and nominations.



Key to Success: Strong "local champions" such as mayors, school superintendents, youth-serving organization executive directors, and religious leaders are important program advocates. Sagen also believes that by inviting the media to participate in the planning phase, the press does more than "just write stories, they write positive stories in a newsworthy fashion."